Spelling Connections

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9 10 11 12 330 25 24 23 22

Table of Contents

Unit 1

Short Vowel Sounds

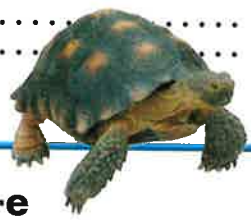
Connections to Thinking 14
Read • Think & Sort • Remember

Connections to Vocabulary 15
Word Analysis • Double Consonants • Plurals •
Use the Dictionary: Alphabetical Order

Connections to Reading 16
Complete the Analogies • Make Inferences •
Use Context Clues

Connections to Writing 17
Proofread a Realistic Story • Write a Realistic Story

Extend & Transfer
Word Study 18
Word Hunt: Science 19



Unit 2

Vowel-Consonant-e

Connections to Thinking 20
Read • Think & Sort • Remember

Connections to Vocabulary 21
Use Synonyms • Word Structure • Adding Suffixes •
Use the Dictionary: Entry Words

Connections to Reading 22
Complete the Analogies • Word Substitution •
Use Context Clues

Connections to Writing 23
Proofread a Friendly Letter • Write a Friendly Letter

Extend & Transfer
Word Study 24
Word Hunt: Social Studies 25

Unit 3

Long a: a, ai, ay

Connections to Thinking 26
Read • Think & Sort • Remember

Connections to Vocabulary 27
Word Structure • Word Clues •
Use the Dictionary: Alphabetical Order

Connections to Reading 28
Complete the Analogies • Use Context Clues

Connections to Writing 29
Proofread a Diary Entry • Write a Diary Entry

Extend & Transfer
Word Study 30
Word Hunt: Art 31

Unit 4

Long e: ea, ee, ie

Connections to Thinking 32
Read • Think & Sort • Remember

Connections to Vocabulary 33
Word Meanings • Word Categorization • Syllables •
Use the Dictionary: Homophones

Connections to Reading 34
Complete the Analogies • Make Inferences •
Use Context Clues

Connections to Writing 35
Proofread a Newspaper Ad • Write a Newspaper Ad

Extend & Transfer
Word Study 36
Word Hunt: Math 37

Unit 5

Long i: i, i-C-e, y, igh, ey, uy

Connections to Thinking 38
Read • Think & Sort • Remember

Connections to Vocabulary 39
Word Meanings • Word Structure
Use the Dictionary: Pronunciations

Connections to Reading 40
Make Inferences • Complete the Analogies •
Use Context Clues

Connections to Writing 41
Proofread a Poster • Write a Poster

Extend & Transfer
Word Study 42
Word Hunt: Technology 43

Unit 6

Assessment and Review

Assess for Transfer 44
Review Units 1–2 45
Review Units 3–4 46
Review Unit 5 47
Spelling Study Strategy 47
Spelling Tic-Tac-Toe
Standardized Test Practice 48
Writer's Workshop 50
Grammar, Usage, and Mechanics: Possessive Nouns
The Writing Process: Narrative

Unit 7

Long o: o, oa, ow

Connections to Thinking 52
Read • Think & Sort • Remember
Connections to Vocabulary 53
Word Meanings • Use Syllables •
Use the Dictionary: Parts of Speech
Connections to Reading 54
Solve the Riddles • Make Inferences •
Use Context Clues
Connections to Writing 55
Proofread a Poem • Write a Poem
Extend & Transfer
Word Study 56
Word Hunt: Language Arts 57

Unit 8

Vowel Sounds: /yo͞o/, /o͞o/

Connections to Thinking 58
Read • Think & Sort • Remember
Connections to Vocabulary 59
Word Meanings • Use Phonics •
Use the Dictionary: Syllables
Connections to Reading 60
Complete the Analogies • Use Context Clues
Connections to Writing 61
Proofread a Descriptive Essay • Write a Descriptive Essay
Extend & Transfer
Word Study 62
Word Hunt: Technology 63

Unit 9

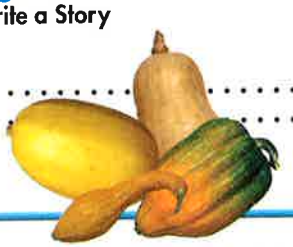
Diphthongs: /oi/, /ou/

Connections to Thinking 64
Read • Think & Sort • Remember
Connections to Vocabulary 65
Word Meanings • Complete the Analogies •
Use the Dictionary: Parts of Speech
Connections to Reading 66
Make Inferences • Use Context Clues
Connections to Writing 67
Proofread a Newspaper Ad • Write a Newspaper Ad
Extend & Transfer
Word Study 68
Word Hunt: Math 69

Unit 10

Vowel Sounds: /ôr/, /ô/

Connections to Thinking 70
Read • Think & Sort • Remember
Connections to Vocabulary 71
Word Meanings • Identify Synonyms •
Use the Dictionary: Stressed Syllables
Connections to Reading 72
Replace the Words • Word Clues • Use Context Clues
Connections to Writing 73
Proofread a Story • Write a Story
Extend & Transfer
Word Study 74
Word Hunt: Science 75



Unit 11

r-Controlled Vowels: /îr/, /ûr/

Connections to Thinking 76
Read • Think & Sort • Remember
Connections to Vocabulary 77
Word Meanings • Add Suffixes • Plurals •
Use the Dictionary: Words With Multiple Meanings
Connections to Reading 78
Word Categorization • Complete the Analogies •
Use Context Clues
Connections to Writing 79
Proofread a Travel Report • Write a Travel Report
Extend & Transfer
Word Study 80
Word Hunt: Social Studies 81

Unit 12

Assessment and Review

Assess for Transfer 82
Review Units 7–8 83
Review Units 9–10 84
Review Unit 11 85
Spelling Study Strategy 85
Sorting by Spelling Pattern
Standardized Test Practice 86
Writer's Workshop 88
Grammar, Usage, and Mechanics: Common and
Proper Nouns
The Writing Process: Informative/Explanatory

Unit 13

r-Controlled Vowels: /âr/, /är/

Connections to Thinking 90
Read • Think & Sort • Remember

Connections to Vocabulary 91
Word Meanings • Word Clues • Use the Dictionary: Alphabetical Order

Connections to Reading 92
Complete the Facts • Complete the Opinions • Rhyming Words

Connections to Writing 93
Proofread a Thank-You Note • Write a Thank-You Note

Extend & Transfer
Word Study 94
Word Hunt: Social Studies 95

Unit 14

More Letters Than Sounds

Connections to Thinking 96
Read • Think & Sort • Remember

Connections to Vocabulary 97
Word Meanings • Word Structure • Antonyms • Use a Thesaurus

Connections to Reading 98
Replace the Synonyms • Complete the Idioms • Use Context Clues

Connections to Writing 99
Proofread a Book Review • Write a Book Review

Extend & Transfer
Word Study 100
Word Hunt: Math 101

Unit 15

Silent Consonants, Complex Consonants

Connections to Thinking 102
Read • Think & Sort • Remember

Connections to Vocabulary 103
Word Meanings • Silent Consonants • Use the Dictionary: Conjunctions

Connections to Reading 104
Make Inferences • Complete the Analogies • Use Antonyms

Connections to Writing 105
Proofread a Letter of Complaint • Write a Letter of Complaint

Extend & Transfer
Word Study 106
Word Hunt: Science 107

Unit 16

Complex Consonants: qu, squ

Connections to Thinking 108
Read • Think & Sort • Remember

Connections to Vocabulary 109
Word Meanings • Rhymes • Multiple-Meaning Words • Use the Thesaurus

Connections to Reading 110
Make Inferences • Use Context Clues

Connections to Writing 111
Proofread an E-Mail • Write an E-Mail

Extend & Transfer
Word Study 112
Word Hunt: Art 113

Unit 17

Complex Consonant: Soft g

Connections to Thinking 114
Read • Think & Sort • Remember

Connections to Vocabulary 115
Word Meanings • Words and Letters • Use the Dictionary: Guide Words

Connections to Reading 116
Use Synonyms • Replace the Words • Use Context Clues

Connections to Writing 117
Proofread a Letter • Write a Letter

Extend & Transfer
Word Study 118
Word Hunt: Technology 119

Unit 18

Assessment and Review

Assess for Transfer 120
Review Units 13–14 121
Review Units 15–16 122
Review Unit 17 123
Spelling Study Strategy 123
Play Circle Dot
Standardized Test Practice 124
Writer's Workshop 126
Grammar, Usage, and Mechanics: Linking Verbs
The Writing Process: Informative/Explanatory

Unit 19

Double Consonants, Final -le

Connections to Thinking 128
Read • Think & Sort • Remember
Connections to Vocabulary 129
Word Meanings • Word Structure • Use the Thesaurus
Connections to Reading 130
Complete the Analogies • Complete the Idioms • Use Context Clues
Connections to Writing 131
Proofread an Opinion Essay • Write an Opinion Essay
Extend & Transfer
Word Study 132
Word Hunt: Math 133

Unit 20

Final -le, Final -en

Connections to Thinking 134
Read • Think & Sort • Remember
Connections to Vocabulary 135
Word Meanings • Silent Letters • Use the Dictionary: Open and Closed Syllables
Connections to Reading 136
Replace the Words • Make Inferences • Use Context Clues
Connections to Writing 137
Proofread a Friendly Letter • Write a Friendly Letter
Extend & Transfer
Word Study 138
Word Hunt: Art 139

Unit 21

Schwa + r: er, or

Connections to Thinking 140
Read • Think & Sort • Remember
Connections to Vocabulary 141
Word Meanings • Base Words • Use the Dictionary: Guide Words
Connections to Reading 142
Complete the Rhymes • Complete the Analogies • Use Context Clues
Connections to Writing 143
Proofread a Description • Write a Description
Extend & Transfer
Word Study 144
Word Hunt: Technology 145

Unit 22

Base Words With Suffixes: -er, -est

Connections to Thinking 146
Read • Think & Sort • Remember
Connections to Vocabulary 147
Word Meanings • Word Categorization • Antonyms • Use the Dictionary: Base Words
Connections to Reading 148
Replace the Words • Use Context Clues
Connections to Writing 149
Proofread Instructions • Write Instructions
Extend & Transfer
Word Study 150
Word Hunt: Science 151

Unit 23

Homophones

Connections to Thinking 152
Read • Think & Sort • Remember
Connections to Vocabulary 153
Word Meanings • Word Categorization • Use the Dictionary: Pronunciations
Connections to Reading 154
Choose the Homophones • Use Context Clues
Connections to Writing 155
Proofread a Postcard • Write a Postcard
Extend & Transfer
Word Study 156
Word Hunt: Social Studies 157

Unit 24

Assessment and Review

Assess for Transfer 158
Review Units 19–20 159
Review Units 21–22 160
Review Unit 23 161
Spelling Study Strategy 161
Sorting by Endings
Standardized Test Practice 162
Writer's Workshop 164
Grammar, Usage, and Mechanics: Pronouns
The Writing Process: Opinion

Unit 25

Plurals

Connections to Thinking 166
Read • Think & Sort • Remember
Connections to Vocabulary 167
Word Building • Word Structure • Use the Dictionary: Irregular Plurals
Connections to Reading 168
Word Categorization • Complete the Idioms • Use Context Clues
Connections to Writing 169
Proofread a Story • Write a Story Beginning
Extend & Transfer
Word Study 170
Word Hunt: Science 171

Unit 26

Base Words With Prefixes: un-, re-, pre-

Connections to Thinking 172
Read • Think & Sort • Remember
Connections to Vocabulary 173
Word Meanings • Use Synonyms • Use the Dictionary: Guide Words
Connections to Reading 174
Complete the Sequences • Replace the Words • Use Context Clues
Connections to Writing 175
Proofread a List • Write a List
Extend & Transfer
Word Study 176
Word Hunt: Art 177

Unit 27

Base Words With Suffix: -er

Connections to Thinking 178
Read • Think & Sort • Remember
Connections to Vocabulary 179
Word Meanings • Word Completion • Use the Dictionary: Pronunciations
Connections to Reading 180
Make Inferences • Use Context Clues
Connections to Writing 181
Proofread a Description • Write a Description
Extend & Transfer
Word Study 182
Word Hunt: Math 183

Unit 28

Base Words With Suffixes: -ful, -less

Connections to Thinking 184
Read • Think & Sort • Remember
Connections to Vocabulary 185
Replace Words • Use Antonyms • Use the Thesaurus
Connections to Reading 186
Complete the Analogies • Use Context Clues • Complete the Comparisons
Connections to Writing 187
Proofread a Business Letter • Write a Business Letter
Extend & Transfer
Word Study 188
Word Hunt: Social Studies 189

Unit 29

Calendar Words

Connections to Thinking 190
Read • Think & Sort • Remember
Connections to Vocabulary 191
Word Meanings • Word Structure • Use the Dictionary: Word Histories
Connections to Reading 192
Complete the Poem • Use Context Clues
Connections to Writing 193
Proofread a How-To Paragraph • Write a How-To Paragraph
Extend & Transfer
Word Study 194
Word Hunt: Technology 195

Unit 30

Assessment and Review

Assess for Transfer 196
Review Units 25–26 197
Review Units 27–28 198
Review Unit 29 199
Spelling Study Strategy 199
Word Swap
Standardized Test Practice 200
Writer's Workshop 202
Grammar, Usage, and Mechanics: Adjectives
The Writing Process: Informative/Explanatory

Unit 31

Consonant Sounds: /sh/, /zh/

Connections to Thinking 204
Read • Think & Sort • Remember
Connections to Vocabulary 205
Add Suffixes • Word Meanings • Use the Dictionary: Word Histories
Connections to Reading 206
Complete the Analogies • Complete the Groups • Use Context Clues
Connections to Writing 207
Proofread a Diary Entry • Write a Diary Entry
Extend & Transfer
Word Study 208
Word Hunt: Math 209

Unit 32

Possessives

Connections to Thinking 210
Read • Think & Sort • Remember
Connections to Vocabulary 211
Plurals • Plural Possessives • Singular Possessives • Use the Dictionary: Base Words, Plurals
Connections to Reading 212
Form the Possessives • Use Context Clues
Connections to Writing 213
Proofread an Ad • Write a Newspaper Ad
Extend & Transfer
Word Study 214
Word Hunt: Language Arts 215

Unit 33

Base Words With Suffixes: -ness, -ment

Connections to Thinking 216
Read • Think & Sort • Remember
Connections to Vocabulary 217
Add Suffixes • Use the Thesaurus
Connections to Reading 218
Make Inferences • Write the Antonyms • Use Context Clues
Connections to Writing 219
Proofread a Note • Write a Note
Extend & Transfer
Word Study 220
Word Hunt: Science 221

Unit 34

Compounds

Connections to Thinking 222
Read • Think & Sort • Remember
Connections to Vocabulary 223
Word Meanings • Plurals • Use the Dictionary: Parts of Speech
Connections to Reading 224
Replace the Words • Use Context Clues • Complete the Analogies
Connections to Writing 225
Proofread a Letter to the Editor • Write a Letter to the Editor
Extend & Transfer
Word Study 226
Word Hunt: Technology 227

Unit 35

Words About Our World

Connections to Thinking 228
Read • Think & Sort • Remember
Connections to Vocabulary 229
Word Meanings • Beginnings and Endings • Suffixes • Use the Dictionary: Alphabetical Order
Connections to Reading 230
Word Categorization • Use Context Clues
Connections to Writing 231
Proofread a Newspaper Ad • Write a Newspaper Ad
Extend & Transfer
Word Study 232
Word Hunt: Social Studies 233

Unit 36

Assessment and Review

Assess for Transfer 234
Review Units 31–32 235
Review Units 33–34 236
Review Unit 35 237
Spelling Study Strategy 237
Sorting by Endings
Standardized Test Practice 238
Writer's Workshop 240
Grammar, Usage, and Mechanics: Adverbs
The Writing Process: Opinion

Writer's Handbook

Spelling and the Writing Process 242
Spelling and Writing Ideas 243
Manuscript Handwriting Models 244
Cursive Handwriting Models 245
High Frequency Writing Words 246

Spelling Dictionary

Using the Dictionary 249
Spelling Dictionary 250

Writing Thesaurus

Using the Thesaurus 295
Writing Thesaurus 296

Index 323

Spelling Study Strategies

Look, Say

1. **Look** at the word.
2. **Say** the letters in the word. Think about how each sound is spelled.

Cover, See

3. **Cover** the word with your hand or close your eyes.
4. **See** the word in your mind. Spell the word to yourself.

Write, Check

5. **Write** the word.
6. **Check** your spelling against the spelling in the book.

Spelling Tutor

Use Spelling Tutor to Study Your Spelling Words

- **Scan** the QR code below the weekly word list.
- **Tap** on a spelling word. Listen to the word read aloud and used in a sentence.
- **Tap** on **Spell It!** to hear the word spelled aloud.
- **Cover** the screen and say the word.
- **Try** to see the word in your mind.
- **Write** the word.
- **Uncover** the screen and check your spelling.

Spelling Test-Taking Strategy

1. **Get** ready for the test. Make sure your paper and pencil are ready.
2. **Listen** carefully as your teacher says each word and uses it in a sentence. Don't write before you hear the word **and** the sentence.
3. **Write** the word carefully. Make sure your handwriting is easy to read. If you want to print your words, ask your teacher.
4. **Use** a pen to correct your test. Look at the word as your teacher says it.
5. **Say** the word aloud. Listen carefully as your teacher spells the word. Say each letter aloud. Check the word one letter at a time.
6. **Circle** any misspelled parts of the word.
7. **Look** at the correctly written word. Spell the word again. Say each letter out loud.
8. **Write** any misspelled words correctly.

Word Sorting

A word sort helps you become a Word Detective. When you sort, you look for patterns in your spelling words. You see how words are the same and how they are different. Word sorting can help you remember how to spell words.

Buddy Sort using the word sort cards

Word sort on an interactive whiteboard

There are different kinds of word sorts you can use with your spelling words.

- **Individual Sort**—Use word sorting to practice your spelling words.
- **Buddy Sort**—Do a word sort with a partner.
- **Speed Sorts on Your Own**—Time yourself as you sort your spelling words. Then do it again and try to improve on the number of seconds it takes to complete the word sort.
- **Speed Sorts With a Team**—See which team can complete the sort in the shortest time and with the greatest accuracy.

Spell Check

Most computers have a spell checker. Spell check is a tool that can find many spelling mistakes, but it can't find them all!

Sometimes a writer types the wrong word. For example, if you type **there** instead of **their**, the spell checker will not catch your mistake because the word you typed is spelled correctly. The spell checker does not know you meant to write a different word.

Spell check can help you find and correct mistakes in your writing. But you still must proofread everything you write!

Connections to THINKING

Read the spelling words and sentences.

1. crust	*crust*	Lucas cut the **crust** off his bread.
2. pass	*pass*	I **pass** that computer store every day.
3. else	*else*	Who **else** is coming to this party?
4. skill	*skill*	Writing poetry is a **skill** I admire.
5. brag	*brag*	It is rude to **brag** about your deeds.
6. zipper	*zipper*	Maria sewed a **zipper** into her skirt.
7. began	*began*	He was so happy he **began** to sing.
8. collar	*collar*	Mom has a lace **collar** on her dress.
9. drag	*drag*	We **drag** our boats into the water.
10. smell	*smell*	Did you stop to **smell** the roses?
11. brick	*brick*	Follow the yellow **brick** road.
12. felt	*felt*	In the sun the sand **felt** hot.
13. spill	*spill*	You must not **spill** your milk.
14. button	*button*	Kwan lost a **button** from his shirt.
15. held	*held*	I **held** the injured bird in my hand.
16. trust	*trust*	Can I **trust** you to keep a secret?
17. kept	*kept*	This show has **kept** me in suspense.
18. trick	*trick*	The magician tried to **trick** us.
19. shell	*shell*	The turtle's head was in its **shell**.
20. begin	*begin*	Let me **begin** to tell you a story.

short a spelled a

1. _____
2. _____
3. _____
4. _____

short e spelled e

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

short i spelled i

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

short o spelled o

17. _____

short u spelled u

18. _____
19. _____
20. _____

Think & Sort the spelling words.

1–4. Write the words that have the **short a** sound spelled **a**.

5–10. Write the words that have the **short e** sound spelled **e**.

11–16. Write the words that have the **short i** sound spelled **i**.

17. Write the word that has the **short o** sound spelled **o**.

18–20. Write the words that have the **short u** sound spelled **u**.

Remember

Many short vowel sounds are spelled with a single letter: **a** as in **pass**, **e** as in **held**, **i** as in **skill**, **o** as in **collar**, and **u** as in **trust**.

Spelling Tutor

Connections to VOCABULARY

Unit 1

Word Analysis

Write the spelling word that does not belong in each group.

1. start, begin, felt
2. dump, brag, spill
3. collar, drag, sleeve
4. kept, trick, fool
5. boast, held, brag
6. began, faith, trust

Double Consonants

Write the words with double consonants in the middle of the word. Draw a line between the syllables.

7. _____ 8. _____ 9. _____

Plurals

A. Write the spelling words that are singular forms of the plurals that are formed by adding **-s**.

10. shells
11. skills
12. crusts
13. bricks
14. tricks

B. Write the spelling word that is the singular form of the plural that is formed by adding **-es**.

15. passes

Use the Dictionary

16–20. Words in a dictionary are in alphabetical order. Write these words in alphabetical order.

held else trust kept begin

Dictionary Check Be sure to check the alphabetical order of the words in your **Spelling Dictionary**.

Word Analysis

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Double Consonants

7. _____
8. _____
9. _____

Plurals

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Use the Dictionary

16. _____
17. _____
18. _____
19. _____
20. _____

Connections to READING

crust	pass	else	skill	brag
zipper	began	collar	drag	smell
brick	felt	spill	button	held
trust	kept	trick	shell	begin

Complete the Analogies

Write a spelling word to complete each analogy.

1. **Skin** is to **apple** as _____ is to **bread**.
2. **Stroller** is to **push** as **sled** is to _____.
3. **See** is to **eye** as _____ is to **nose**.
4. **Sleep** is to **slept** as **keep** is to _____.
5. **Say** is to **said** as **hold** is to _____.

Make Inferences

Write a spelling word to solve each riddle.

6. I am round and have eyes.
7. I rhyme with **glass** and mean "to go by."
8. I am the "yesterday" word of "today's" word **feel**.
9. One of the three little pigs used me to build a house.
10. I am a two-syllable word that means "started."

Use Context Clues

Write a spelling word to complete each sentence.

11. A tortoise goes into its _____ when it is frightened.
12. If you fill your glass too full, you may _____ your drink.
13. It takes great _____ to play professional sports.
14. The magician taught us a new _____.
15. I hope I can _____ you to keep this secret.
16. I like to _____ about my brother's paintings.
17. Because I was hot, the _____ of my shirt got wrinkled.
18. A _____ in a jacket makes it easy to open and close.
19. Did anyone _____ get the right answer to that question?
20. We will _____ each sentence with a capital letter.

Complete the Analogies

1. _____
2. _____
3. _____
4. _____
5. _____

Make Inferences

6. _____
7. _____
8. _____
9. _____
10. _____

Use Context Clues

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Proofread a Realistic Story

Proofreading means reviewing your paper for errors in spelling, grammar, capitalization, and punctuation. To show where changes are needed, use **proofreading marks**. The symbol ≡ means **make an uppercase letter**. The symbol / means **make a lowercase letter**.

Proofread the story below for ten misspelled words. Then rewrite the story. Write the spelling words correctly and make the corrections shown by the proofreading marks.

A Gift From the Beach

I cannot beginn to explain how happy the beach makes Me. There is no place els i like better. I found a shall there I could not passe by. It had a pink edge that looked like a colar. when I hild it in my hand, it felled smooth. I could smel the sea on it. I keppt the shell and brought it home. I trusst it will always remind me of that happy Day.

Proofreading Marks

≡	Make Uppercase
/	Make Lowercase
∧	Add
⌒	Delete
⊙	Add a Period
¶	Indent

Narrative Writing

Write a Realistic Story

Write or type a short story about an interesting place that you have visited. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Include details about the characters you met and the setting.
- Build your story to a climax that explains the most interesting thing you saw and how you felt about it.
- Use descriptive words to help the reader visualize the place that your story is about.
- Use complete sentences with correct capitalization, punctuation, grammar, and spelling.
- Read your writing. Circle three words that may be misspelled. Use a print dictionary to check the spelling.

Transfer

Think of three more words with a short vowel sound.

Write the words in your Spelling Journal. Circle the letters that stand for the short vowel sound.

Extend & Transfer

Word Study

crop	began	begin	brick	public
dinner	collar	crust	spill	swift
land	felt	else	trick	perhaps
lunch	button	skill	shell	catfish
test	held	brag	camera	ticket
pass	trust	drag	contest	begun
zipper	kept	smell	discuss	vinegar

Pattern Power

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Meaning Patterns

11. _____
12. _____
13. _____

Double Consonants

14. _____
15. _____
16. _____

Add Endings

17. _____
18. _____
19. _____
20. _____

Pattern Power

Use words from the spelling list to answer these questions.

1–2. Which pair of rhyming words has the **short e** pattern as in **bed**?

3–6. Which two pairs of rhyming words have the **short i** pattern as in **pin**?

7–8. Which pair of rhyming words has the **short u** pattern as in **fun**?

9–10. Which pair of rhyming words has the **short a** pattern as in **cat**?

Meaning Patterns

11–13. Write the spelling words that represent different tenses of the same verb.

Double Consonants

Write the spelling words that share the same double consonant pattern and rhyme with the words below.

14. chipper **15.** dollar **16.** glutton

Add Endings

17–20. When a syllable ends in a vowel and a consonant, double the consonant when adding the ending **-ed** or **-ing**. Write the four spelling words that follow this rule, and then add **-ing** to each word. Draw a line between the syllables.

Science

Word Hunt

Read the paragraphs below. Look for words with the short vowel patterns you have studied in this unit.

Did you ever see a kangaroo baby? Was it held in its mother's pouch? Kangaroos are *marsupials*. That means they are land animals that have pouches. Today, most marsupials live in Australia, but scientists think that many once lived in the Americas.

The Virginia opossum is the only marsupial left in North America. It probably began to migrate from South America thousands of years ago. The opossum has survived for more than 50 million years. It is called a living fossil.

The opossum looks like a large rat. It is the size of a house cat. It has short legs, a long nose, and silvery hair. It has no hair on its ears and tail. Opossums are not swift. They don't see very well, but they have a great sense of smell. They also have good hearing.

Opossums live in forests and in cities. They make homes in hollow logs, under buildings, and in sheds. They cram into burrows dug by other animals. Their skill in adapting is key to their survival.

The opossum is known for a trick. It plays dead, lying completely still for hours. This fools the opossums' enemies. Perhaps that's how they kept from being eaten by dinosaurs!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

WORD SORT

1–2. Write the words that contain the **short a** sound spelled **consonant-consonant-short vowel a-consonant**.

3–8. Write the words that contain short vowels with the **consonant-consonant-short vowel a, e, i,** or **u-consonant-consonant** pattern.

Connections to THINKING

Read the spelling words and sentences.

1. wise	*wise*	Owls are described as **wise** birds.
2. huge	*huge*	An elephant is a **huge** animal.
3. case	*case*	We bought a **case** of spring water.
4. alone	*alone*	Are you **alone** or with friends?
5. rise	*rise*	Soap bubbles **rise** in the air.
6. cube	*cube*	A **cube** has six sides.
7. fame	*fame*	Movie stars earn **fame** and money.
8. beside	*beside*	Lisa sits **beside** me in school.
9. blame	*blame*	He did not **blame** us for the mistakes.
10. chose	*chose*	They **chose** sides for the game.
11. tire	*tire*	My bicycle **tire** is flat.
12. became	*became*	The hiker **became** lost in the woods.
13. awhile	*awhile*	Rest **awhile** if you are tired.
14. spoke	*spoke*	Joy **spoke** her lines well.
15. wife	*wife*	I met Uncle Theo's new **wife**.
16. drove	*drove*	Mother **drove** the truck to work.
17. surprise	*surprise*	Aunt Belle paid us a **surprise** visit.
18. scale	*scale*	Use the **scale** to check the cat's weight.
19. alive	*alive*	Grandfather is **alive** and well.
20. invite	*invite*	I will **invite** you to the party.

Think & Sort the spelling words.

1–5. Write the words that spell the long vowel sound **a-consonant-e**.

6–14. Write the words that spell the long vowel sound **i-consonant-e**.

15–18. Write the words that spell the long vowel sound **o-consonant-e**.

19–20. Write the words that spell the long vowel sound **u-consonant-e**.

a-consonant-e

1. _____
2. _____
3. _____
4. _____
5. _____

i-consonant-e

6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

o-consonant-e

15. _____
16. _____
17. _____
18. _____

u-consonant-e

19. _____
20. _____

Remember

The long vowel sounds you hear in **case, rise, chose,** and **cube** are spelled with the **vowel-consonant-e** pattern.

Spelling Tutor

Connections to VOCABULARY

Unit 2

Use Synonyms

Words that have the same or almost the same meaning, such as **simple** and **easy,** are called **synonyms**. Write a spelling word that is a synonym for each of these words.

1. carton
2. gigantic
3. recognition
4. accuse
5. smart

Word Structure

6–12. Write the spelling words that have two syllables. Draw a line between the syllables. Use the **Spelling Dictionary** to check the syllables.

13. Write the spelling word whose plural is formed by changing **f** to **v** and adding **-s**.

Adding Suffixes

Write the spelling words that are related in meaning to the words below. Circle the words in which the silent **e** was dropped when the suffix was added.

14. tiring
15. spoken
16. scaling
17. cubic
18. chosen

Use the Dictionary

Each word that appears in a dictionary is called an **entry word**. Entry words appear in dark print. Find the words **rise** and **drove** in your **Spelling Dictionary**. Write the word that answers each question.

19. Which word is in the past tense?
20. Which word can mean to "move upward or ascend"?

Use Synonyms

1. _____
2. _____
3. _____
4. _____
5. _____

Word Structure

6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Adding Suffixes

14. _____
15. _____
16. _____
17. _____
18. _____

Use the Dictionary

19. _____
20. _____

Connections to READING

wise	huge	case	alone	rise
cube	fame	beside	blame	chose
tire	became	awhile	spoke	wife
drove	surprise	scale	alive	invite

Complete the Analogies

Write a spelling word to complete each analogy.

1. **Small** is to **tiny** as _____ is to **big**.
2. **Down** is to **up** as **descend** is to _____.
3. **Skate** is to **foot** as _____ is to **car**.
4. **Ruler** is to **measure** as _____ is to **weigh**.
5. **Ignorance** is to **wisdom** as **ignorant** is to _____.
6. **Came** is to **come** as _____ is to **become**.
7. **Circle** is to **sphere** as **square** is to _____.

Word Substitution

Write one spelling word for each of these phrases.

8. ask to come
9. a box for carrying something
10. went by car
11. for a short time
12. at the side of
13. the quality of being well known

Use Context Clues

Write the spelling words from the box that complete the paragraph.

Ed's dog, Dusty, was missing. Ed's **14.** **15.** up. "Don't **16.** me," she said. "I'll help you look." They searched until they found the dog, **17.** and well, in a closet. But she was not **18.** . She was on a blanket with her six new puppies. "What a **19.** !" said Ed. "I'm glad she **20.** a cozy place for them."

surprise
alone
chose
alive
blame
spoke
wife

Complete the Analogies

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Word Substitution

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Use Context Clues

14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Unit 2

Proofread a Friendly Letter

The symbol ^ means **add**. The symbol ⌒ means **take out,** or **delete**. Proofread the letter below for ten misspelled words. Then rewrite the letter. Write the spelling words correctly and make the corrections shown by the proofreading marks.

17 Oak Drive

Willowdale, Ohio 43011

September 17, 2012

Dear Joe,

I paid surpris visit to Mr. Jackson and his wize wive. Mom drov me to see them. They live alon on a huje farm. Their house was built besid a beautiful ~~lake~~ lake. They want me to stay with them awile. they spoak with Mom and Me about when to come. Maybe they'll invyte you to stay, too.

Love,

ricky

Proofreading Marks

- ≡ Make Uppercase
- / Make Lowercase
- ^ Add
- ⌒ Delete
- ⊙ Add a Period
- ¶ Indent

Narrative Writing

Write a Friendly Letter

Write a letter to a friend about a movie that you liked or a fun day that you spent with a family member. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Include the parts of a friendly letter: the heading, the greeting, the body of the letter, the closing, and your signature.
- Use complete sentences with correct capitalization, punctuation, grammar, and spelling.
- Read your writing. Circle three words that may be misspelled. Use a print dictionary to check the spelling.

Transfer

Find three words in your letter that have a long vowel sound spelled with the **vowel-consonant-e** pattern. Circle the letter that stands for the vowel sound. Underline the **silent e**.

Extend & Transfer

Word Study

close	alone	invite	tire	locate
face	beside	wise	spoke	underline
size	became	rise	scale	fuse
write	awhile	cube	alive	female
wrote	wife	fame	complete	trapeze
huge	drove	blame	froze	antelope
case	surprise	chose	include	otherwise

Pattern Power

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Base Words

7. _____
8. _____
9. _____

Verb Tenses

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Meaning Mastery

16. _____
17. _____
18. _____
19. _____
20. _____

Pattern Power

Use words from the spelling list to answer these questions.

1–3. Which three rhyming words have the **long i-consonant-e** pattern?

4–6. Which three rhyming words have the **long a-consonant-e** pattern?

Base Words

Write the spelling word that is a base word for one of these words.

7. cubic
8. invitation
9. casement

Verb Tenses

Write the spelling word that is the past tense of each of these words.

10. speak
11. choose
12. drive
13. freeze
14. write
15. become

Meaning Mastery

Write the spelling word that has the same meaning as each word or phrase.

16. living
17. a short time
18. a married woman
19. get sleepy
20. used for weighing

Social Studies

Word Hunt

Read the paragraphs below. Look for words with the **vowel-consonant-e** pattern.

Good citizens try to improve their communities. A Navajo woman named Annie Dodge Wauneka was such a citizen.

Annie was born in Arizona in 1910. Her father was a wise Navajo leader. Annie worked beside him. The Navajo had some huge problems to face. Annie wanted to help them solve these problems.

Annie was the first female on the Navajo council. She chose to work on medical care for her people. She wanted to stop the spread of tuberculosis, or TB. Many of her people died of this lung disease. It broke Annie's heart to see her people suffer.

The Navajo used only natural medicines to cure disease. Annie thought they should use modern medicine. She spoke about this on the radio. Soon her people began to combine both modern and natural medicines to wipe out TB.

Annie continued to strive for better health conditions. She worked to complete college. Then she worked in the field of public health. Annie became the first Native American to receive the Medal of Freedom. She was not interested in fame. But she took pride in the work that she did for her people.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

1–5. Write the two-syllable words that contain **long a, i,** or **e** spelled **long vowel-consonant-e**. Circle the **vowel-consonant-e** pattern.

6–10. Write the words that contain **long o** or **u** spelled **long vowel-consonant-e.** Circle the **vowel-consonant-e** pattern.

Unit 3

Long a: a, ai, ay

Connections to THINKING

Read the spelling words and sentences.

1. aim	*aim*	Her **aim** is to become a doctor.
2. holiday	*holiday*	Which **holiday** falls on January 1?
3. paper	*paper*	Todd forgot to sign his **paper**.
4. station	*station*	The radio **station** went off the air.
5. able	*able*	Humans are **able** to travel in space.
6. crayon	*crayon*	Blue **crayon** is good for coloring sky.
7. flavor	*flavor*	I use toothpaste with mint **flavor**.
8. lazy	*lazy*	Successful people are usually not **lazy**.
9. brain	*brain*	Our **brain** controls our emotions.
10. anyway	*anyway*	You may not win, but try **anyway**.
11. remain	*remain*	Sleep and eat well to **remain** healthy.
12. favor	*favor*	Do a **favor** for your friends.
13. rail	*rail*	The **rail** for the train was made of steel.
14. grayest	*grayest*	This was the **grayest** day of the month.
15. trailer	*trailer*	I got a **trailer** to pull my boat.
16. lady	*lady*	A **lady** is known for her good manners.
17. nation	*nation*	Our **nation** is a vast land.
18. relay	*relay*	I will **relay** the good news to all.
19. fail	*fail*	Try again if at first you **fail**.
20. radio	*radio*	Karl is host of a **radio** talk show.

Think & Sort the spelling words.

1–9. Write the words that have the **long a** sound spelled **a**.

10–15. Write the words that have the **long a** sound spelled **ai**.

16–20. Write the words that have the **long a** sound spelled **ay**.

Remember

The **long a** sound can be spelled **a** as in **lady**, **ai** as in **aim**, and **ay** as in **relay**.

Spelling Tutor

long a spelled a

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

long a spelled ai

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

long a spelled ay

16. _____
17. _____
18. _____
19. _____
20. _____

Connections to VOCABULARY

Unit 3

Word Structure

1–2. Write the spelling words that have two syllables and have the **long a** sound in the second syllable. Draw a line between the syllables. Refer to your **Spelling Dictionary** if you need help.

3–13. Write the spelling words that have two syllables and have the **long a** sound in the first syllable. Draw a line between the syllables. Refer to your **Spelling Dictionary** if you need help.

Word Clues

Write a spelling word for each clue.

14. Thanksgiving is an example.

15. It is the opposite of **pass**.

16. It is located in your skull.

Use the Dictionary

Write each pair of words in alphabetical order.

17–18. anyway, aim

19–20. radio, rail

Dictionary Check Be sure to check the alphabetical order of the words in your **Spelling Dictionary**.

Word Structure

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Word Clues

14. _____
15. _____
16. _____

Use the Dictionary

17. _____
18. _____
19. _____
20. _____

Connections to READING

aim	holiday	paper	station	able
crayon	flavor	lazy	brain	anyway
remain	favor	rail	grayest	trailer
lady	nation	relay	fail	radio

Complete the Analogies

Write a spelling word to complete each analogy.

1. **Paint** is to **canvas** as **pencil** is to _____.
2. **Gentleman** is to **man** as _____ is to **woman**.
3. **Heart** is to **chest** as _____ is to **head**.
4. **Country** is to _____ as **car** is to **automobile**.
5. **Slim** is to **thin** as **idle** is to _____.
6. **Black** is to **blackest** as **gray** is to _____.

Use Context Clues

Write a spelling word to complete each sentence.

7. I used pencil and _____ to draw and color that picture.
8. I never _____ to enjoy a good book.
9. You must be strong if you are _____ to carry that heavy load.
10. If your _____ is poor, you will not hit the target.
11. Please _____ in your seat until your name is called.
12. Jimmy and I went to the bus _____ to meet my aunt.
13. Goods are often sent by _____ or by sea.
14. The car pulled a _____ full of furniture.
15. Dad told Jim not to open the present, but he did _____.
16. We heard a traffic report on our car's _____.
17. Do me the _____ of returning a book to the library.
18. Chocolate is my favorite ice cream _____.
19. The player will _____ the coach's message to the team.
20. Columbus Day is a _____ that is observed on October 12.

Complete the Analogies

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Use Context Clues

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Unit 3

Proofread a Diary Entry

The symbol ⊙ means **add a period**. The symbol ¶ means **indent**. Proofread the diary entry below for ten misspelled words. Then rewrite the entry. Write the spelling words correctly and make the corrections shown by the proofreading marks.

¶ Each weekend is a hollidaiy at our house. we remane at home and listen to music on our favorite raydio station, read the daily payper, and are laisy without feeling guilty. I give my brane a rest from school, and we All relax. It is good we are ayble to do this most weekends. I miss it when we faill to spend a weekend at home. We make it our aime to spend time with each other. i did have to do some chores, but it was a great weekend enyway⊙

Proofreading Marks

- ≡ Make Uppercase
- / Make Lowercase
- ∧ Add
- ⌒ Delete
- ⊙ Add a Period
- ¶ Indent

Narrative Writing

Write a Diary Entry

Write a diary entry to help you remember a special day that you spent with a friend. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Use descriptive words about your day so that when you look at your diary months—or even years—from now, you will be able to picture the day as though it were only yesterday.
- Use complete sentences with correct capitalization, punctuation, grammar, and spelling.
- Use the **Spelling Dictionary** in this book or an online dictionary to check spelling if you are not sure.

Transfer

Think of three words that have a **long a** sound spelled **a, ay,** or **ai**. Write the words in your Spelling Journal. Circle the letter(s) that stand for the **long a** sound.

Extend & Transfer

Word Study

away	station	radio	remain	prepaid
laid	able	aim	rail	reclaim
mail	favor	crayon	grayest	contain
maybe	trailer	flavor	fail	stadium
paint	lady	lazy	explain	replay
holiday	nation	brain	refrain	regain
paper	relay	anyway	midday	trainer

Pattern Power

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Adding Suffixes

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Pattern Power

1–3. Write three one-syllable rhyming words that have the **long a** sound spelled **ai**.

4–5. Write two rhyming words that differ by only one letter and have **long a** in the first syllable.

6–8. Write the spelling words whose first syllable ends with **long a** spelled **ay**.

9. Write the spelling word whose plural is formed by dropping **y** and adding **-ies**.

Adding Suffixes

The suffix **-ion** means "condition of." Write the spelling words that are the base words for these words. Circle the letters that spell /**sh**/.

10. nationality

11. explanation

12. reclamation

13. stationary

The suffix **-er** can mean "one that performs a specified action." Add **-er** to each of these words.

14. trail

15. train

The ending **-er** can also mean "more."

16. Write the spelling word in which the final **y** is changed to **i** before adding this ending.

Art

Word Hunt

Read the paragraphs below and look for words with the **long a** sound spelled **a, ai,** or **ay**.

Some very famous artists paint very simple pictures. Anna Mary Robertson is one. This lady is better known as Grandma Moses. Maybe you've heard of her.

Anna grew up on a farm in upstate New York. She did needlework for many years. When she got older, holding a needle became too painful for her aching fingers. Anna's sister said, "Try painting." Anna was 75.

That's how one of this nation's most beloved artists got started. Anna had no art training, but folks liked her work. A local store put her paintings on display in their window.

One day, a New York art collector named Louis Caldor saw the paintings. He bought them all. Caldor was able to show the paintings in a famous art museum. The art world met Grandma Moses. Her paintings received wide acclaim.

Art critics have tried to explain the appeal of her art. Grandma Moses captured the flavor of the world around her. Her paintings were a taste of a simpler life and time.

When she was 100 years old, Grandma Moses completed her final painting, called *Rainbow*. What is simpler or more beautiful than a rainbow?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

1–2. Write the two-syllable words that contain the **long a** sound spelled **ay**.
3–8. Write the two-syllable words that contain the **long a** sound spelled **a**.
9–10. Write the two-syllable words that contain the **long a** sound spelled **ai** only in the second syllable.

Unit 4

Long e: ea, ee, ie

Connections to THINKING

Read the spelling words and sentences.

1. field	*field*	The cows are grazing in the **field**.
2. lead	*lead*	If you **lead**, I will follow.
3. speed	*speed*	Do bikers **speed** on this path?
4. believe	*believe*	I **believe** you are telling the truth.
5. deal	*deal*	That **deal** was too good to be true.
6. piece	*piece*	We lost a **piece** of the puzzle.
7. reach	*reach*	Ava cannot **reach** the top shelf.
8. breeze	*breeze*	The **breeze** helped cool us today.
9. speak	*speak*	We are learning to **speak** Italian.
10. agree	*agree*	Yes, I **agree** with your plan.
11. least	*least*	It has rained for at **least** six days.
12. season	*season*	Summer is the **season** I like best.
13. between	*between*	This secret is **between** you and me.
14. chief	*chief*	A **chief** is head of a group.
15. steam	*steam*	You can **steam** these vegetables.
16. degree	*degree*	The temperature rose one **degree** today.
17. reason	*reason*	What is your **reason** for being so early?
18. brief	*brief*	A **brief** tale is a short story.
19. repeat	*repeat*	Do not **repeat** everything you hear.
20. peach	*peach*	The skin of a **peach** is fuzzy.

Think & Sort the spelling words.

1–10. Write the words that have the **long e** sound spelled **ea**.

11–15. Write the words that have the **long e** sound spelled **ee**.

16–20. Write the words that have the **long e** sound spelled **ie**.

long e spelled ea

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

long e spelled ee

11. _____
12. _____
13. _____
14. _____
15. _____

long e spelled ie

16. _____
17. _____
18. _____
19. _____
20. _____

Remember

The **long e** sound can be spelled in different ways: **ea** as in **deal**, **ee** as in **speed**, and **ie** as in **field**.

Spelling Tutor

Connections to VOCABULARY

Word Meanings

Write a spelling word for each definition.

1. a fuzzy, sweet fruit
2. a leader; head of a group
3. to handle in a certain way; cope
4. gas made from water
5. to talk
6. to march at the head of the line
7. smallest in size or amount
8. to extend

Word Categorization

Write a spelling word to complete each category.

9. area, meadow, _____
10. current, wind, _____
11. swiftness, rapidity, _____
12. short, concise, _____

Syllables

13–19. Write the spelling words that have two syllables. Draw a line between the syllables.

Use the Dictionary

20. Words that have exactly the same pronunciation but different meanings and different spellings are called **homophones**. Write the spelling word that is a homophone for **peace**.

Dictionary Check Be sure to check your answer in your **Spelling Dictionary**.

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Word Categorization

9. _____
10. _____
11. _____
12. _____

Syllables

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

Use the Dictionary

20. _____

Connections to READING

field	lead	speed	believe	deal
piece	reach	breeze	speak	agree
least	season	between	chief	steam
degree	reason	brief	repeat	peach

Complete the Analogies

Write a spelling word to complete each analogy.

1. **Carrot** is to **vegetable** as _____ is to **fruit**.
2. **Rain** is to **mist** as **wind** is to _____.
3. **Monarch** is to **ruler** as **talk** is to _____.
4. **Happy** is to **sad** as **follow** is to _____.
5. **Country** is to **state** as **whole** is to _____.
6. **Seek** is to **search** as _____ is to **short**.
7. **Heat** is to _____ as **cold** is to **ice**.
8. **Question** is to **ask** as _____ is to **think**.

Make Inferences

Write a spelling word to complete each sentence. The spelling word rhymes with the underlined word.

9. The farmer's _____ will surely yield a crop.
10. You must never _____ that dangerous feat.
11. I swim at a beach that is not out of _____.
12. When biking, you need to be aware of your _____.
13. We dined at a feast with five courses at _____.
14. To appoint him a _____ is beyond my belief.
15. A five-dollar meal is a very good _____.

Use Context Clues

Write spelling words to complete the paragraph.

My friends and I have different ideas about which **16.** _____ is best. I **17.** _____ summer is perfect, but Marcie does not **18.** _____ She prefers winter, while Paul is torn **19.** _____ spring and fall. He needs a high **20.** _____ of cool, brisk weather.

believe
agree
degree
between
season

Complete the Analogies

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Make Inferences

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Use Context Clues

16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Proofread a Newspaper Ad

Proofread the newspaper ad below for ten misspelled words. Then rewrite the ad. Write the spelling words correctly and make the corrections shown by the proofreading marks.

For Rent

¶ Why pay high ~~H~~otel rates? Rent for the summer sieson. a peech of a house on a lovely piese of land beetween a grassy feild and a clear blue lake. You will not beelieve how nice the place is. Enjoy the summer brieze and catch a load of fish. $175 per week. I will not be able to repeet this offer. this price is good for only a breef time. Call 555-1111 to speke to me.

Proofreading Marks

- ≡ Make Uppercase
- / Make Lowercase
- ^ Add
- ⌒ Delete
- ⊙ Add a Period
- ¶ Indent

Opinion Writing

Write a Newspaper Ad

Write or type a newspaper ad to sell something you own. Write your ad to appeal to the type of person who would be interested in your item. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Include a description of the item's condition and the price. Include at least three details that would make someone want to buy the item.
- Use complete sentences with correct capitalization, punctuation, grammar, and spelling.
- Read your writing. Circle three words that may be misspelled. Use an electronic resource to check your spelling.

Transfer

Think of three words that have the **long e** sound. One word should have the sound spelled **ea,** one should have the sound spelled **ee,** and one should have the sound spelled **ie**. Write the words in your Spelling Journal. Circle the letter(s) that stand for the **long e** sound.

Extend & Transfer

Word Study

cheese	believe	reason	degree	freedom
leave	piece	speed	brief	make-believe
mean	reach	deal	repeat	wreath
peace	speak	breeze	peach	treason
speech	agree	least	beliefs	keenly
field	between	season	beneath	breed
lead	chief	steam	decrease	belief

Pattern Power

1. Write the spelling word that has the same second syllable as **agree**.

2–4. Write the three rhyming words that have **long e** spelled **ie**.

5–7. Write the three rhyming words that end with the digraph /**ch**/.

8–9. Write the two words that rhyme with **fleas**.

Adding Prefixes

The prefixes **dis-** and **mis-** mean "not" or "wrong." Write the spelling word that is a base word for one of the words below.

10. mislead
11. misspeak
12. disagree
13. misdeal
14. disbelieve

Adding Suffixes

The suffix **-er** means "one who." Write the spelling word that is a base word for one of the words below.

15. speeder
16. steamer
17. leader
18. speaker
19. repeater

Figurative Language: Idioms

20. If something is last but not _____, it is at the end but not last in importance.

Pattern Power

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Adding Prefixes

10. _____
11. _____
12. _____
13. _____
14. _____

Adding Suffixes

15. _____
16. _____
17. _____
18. _____
19. _____

Figurative Language: Idioms

20. _____

Math

Word Hunt

Read the paragraphs below and look for words that have the **long e** sound spelled **ea, ee,** or **ie**.

Every baseball season, fans cheer their favorite teams. Some fans use math to calculate statistics on every player and every team.

Statistics are called "stats" for short. Baseball fans keep stats for each player on the field. To do this, fans need to divide with decimals and understand percentages.

Fans keep a player's batting averages to tell how many hits the batter gets each time he or she comes to bat. A baseball is not easy to hit. A batting average of .300 is great! That means a batter got a hit once every three times at bat. Fans also keep stats on how many times a runner gets on base. A runner needs a lot of speed to reach base after a hit.

Baseball records have been kept for a long time. They are a piece of sports history, and they mean a lot to baseball fans. Maybe one day a fan will teach you how to figure out averages. That's a good reason to learn math, but it will be worth it. At least that's what real baseball fans believe.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

WORD SORT

1–2. Write the two-syllable rhyming words that contain the **long e** sound spelled **ea** in the first syllable.

3. Write the two-syllable word that begins with the **long e** sound. Circle the letters that make that sound.

4–5. Write the one-syllable words that contain the **long e** sound spelled **ie**.

6–9. Write the five-letter words that contain the **long e** sound spelled **ee**.

Connections to THINKING

Read the spelling words and sentences.

1. eyes	*eyes*	Sunglasses protect our **eyes**.
2. icicle	*icicle*	An **icicle** is a hanging stick of ice.
3. tight	*tight*	My shoes are too **tight** for comfort.
4. climb	*climb*	Some bears can **climb** trees.
5. umpire	*umpire*	The **umpire** called the pitch a strike.
6. highway	*highway*	A **highway** is wider than a street.
7. idea	*idea*	Whose **idea** was it to hold this meeting?
8. flight	*flight*	In **flight,** bats scoop up insects.
9. cycle	*cycle*	The water **cycle** supports life.
10. fright	*fright*	The haunted house gave us a **fright**.
11. iron	*iron*	Steel and **iron** are strong materials.
12. slight	*slight*	A **slight** rip can be sewn easily.
13. tiny	*tiny*	A dot is a **tiny** mark.
14. higher	*higher*	Go to **higher** ground during floods.
15. shy	*shy*	A **shy** person tries to avoid notice.
16. hire	*hire*	Will the city **hire** more workers?
17. buy	*buy*	I **buy** my shoes at that store.
18. might	*might*	She was afraid they **might** be late.
19. reply	*reply*	I must **reply** to the invitation.
20. title	*title*	What is the **title** of your story?

long i spelled i

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

long i spelled i-consonant-e

7. _____
8. _____

long i spelled y

9. _____
10. _____
11. _____

long i spelled igh

12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

long i spelled ey

19. _____

long i spelled uy

20. _____

Think & Sort the spelling words.

1–6 Write the words that have **long i** spelled **i**.

7–8. Write the words that have **long i** spelled **i-consonant-e**.

9–11. Write the words that have the **long i** sound spelled **y**.

12–18. Write the words that have the **long i** sound spelled **igh**.

19. Write the word that has the **long i** sound spelled **ey**.

20. Write the word that has the **long i** sound spelled **uy**.

Remember

The **long i** sound is spelled **i** as in **climb, i-consonant-e** as in **hire, y** as in **cycle, igh** as in **might, ey** as in **eyes,** and **uy** as in **buy**.

Spelling Tutor

Connections to VOCABULARY

Unit 5

Word Meanings

Replace each underlined word or group of words with a spelling word.

1. Last summer, we took a plane ride from Denver to Seattle.
2. Because we were on a close schedule, we had to hurry through the airport.
3. After a brief delay, the plane took off.
4. I could have relaxed, but then I realized I had forgotten my suitcase.
5. That gave me quite a scare.

Word Structure

6–15. Write the spelling words that have more than one syllable. Draw a line between the syllables.

16. Write the one-syllable spelling word that ends with a consonant that is not sounded.

17. Write the one-syllable spelling word that ends with a **silent e** and is a homophone for **higher**.

18. Write the one-syllable spelling word that starts with the sound you hear at the beginning of **ship** and ends with the sound you hear at the end of **try**.

Use the Dictionary

Look at these dictionary respellings. Say each word. Write the spelling word for each dictionary respelling. Circle the word that is a homophone for **by** and **bye**.

19. /bī/ **20.** /īz/

Dictionary Check Be sure to check your answers in your **Spelling Dictionary**.

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____

Word Structure

6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

Use the Dictionary

19. _____
20. _____

Connections to READING

eyes	icicle	tight	climb	umpire
highway	idea	flight	cycle	fright
iron	slight	tiny	higher	shy
hire	buy	might	reply	title

Make Inferences

Write a spelling word to solve each riddle.

1. I am little; I rhyme with **fight**. What am I?
2. As a verb, I press; as a metal, I am heavy. What am I?
3. I am wide and black; cars ride on my back. What am I?
4. I am best in the cold but drip in the heat. What am I?

Complete the Analogies

Write a spelling word to complete each analogy.

5. **Big** is to **huge** as **small** is to _____.
6. **Up** is to **down** as **loose** is to _____.
7. **Gallop** is to **horse** as _____ is to **bird**.
8. **Canoe** is to **paddle** as **bike** is to _____.
9. **Leave** is to **go** as **scare** is to _____.
10. **Ask** is to **question** as _____ is to **answer**.
11. **Peace** is to **piece** as **higher** is to _____.

Use Context Clues

Write a spelling word to complete each sentence.

12. Volunteering to help the needy is a good _____.
13. Even _____ people can learn to speak in public.
14. You're a sight for sore _____.
15. Many people have tried to _____ Mount Everest.
16. The _____ called the player out at third base.
17. What is the _____ of the book you are reading?
18. Hang the picture _____ so I can see it better.
19. I want to _____ my mother a birthday present.
20. Powerful people think "_____ makes right."

Make Inferences

1. _____
2. _____
3. _____
4. _____

Complete the Analogies

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Use Context Clues

12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Unit 5

Proofread a Poster

Proofread the poster below for ten misspelled words. Then rewrite the poster. Write the spelling words correctly and make the corrections shown by the proofreading marks.

The Man in the Iren mask

by by that famous theater group

The Season Cicle Players!

Where? Main street Theater, Hiway 66

When? June 17–20

Your eys will pop out of your Head. Your heart will pound. You mite even scream. Chills, joy, and frite. All for the slite price of $4.50. Don't be shi. Call 555-2633 now to buye your tickets. You will pay a hyer price at the door.

SEE YOU THERE!

Proofreading Marks

- Make Uppercase
- Make Lowercase
- Add
- Delete
- Add a Period
- Indent

Opinion Writing

Write a Poster

Write a poster to convince people to come to an event. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Include strong reasons why people should come. Be sure to include the name of the event, the location, the date, the time, and the price of tickets.
- Use complete sentences with correct capitalization, punctuation, grammar, and spelling.
- Read your writing. Circle three words that may be misspelled. Use an electronic dictionary to check the spelling.

Transfer

Think of six words that have a **long i** sound spelled **i, i-consonant-e, y, igh, ey,** or **uy**. Write the words in your Spelling Journal. Circle the letter(s) that stand for the **long i** sound.

Extend & Transfer

Word Study

fight	idea	might	higher	style
find	flight	icicle	hire	supply
price	cycle	tight	reply	dial
right	iron	umpire	title	rely
wild	tiny	highway	arrive	hydrant
eyes	shy	fright	delight	lightly
climb	buy	slight	silent	blight

Pattern Power

1. _____
2. _____
3. _____

Parts of Speech

4. _____
5. _____
6. _____
7. _____
8. _____

Meaning Mastery

9. _____
10. _____
11. _____
12. _____

Pattern Power

1–3. Write three words that end in **light.**

Parts of Speech

Write a spelling word by changing the part of speech of each of these words by dropping the prefix, suffix, or ending.

4. from adjective **entitled** to noun _____
5. from verb **idealize** to noun _____
6. from noun **climber** to verb _____
7. from noun **replication** to verb _____
8. from noun **tininess** to adjective _____

Meaning Mastery

9. Write the spelling word, which means a baseball official, that is sometimes confused with the word **empire,** meaning a territory ruled by a monarch or emperor.
10. Write the spelling word that is a homophone for **higher**.
11. Write the spelling word that can mean "frozen ice piece" or "an aloof, cold person."
12. Write the spelling word that has a silent **gh** in the final syllable and means "great pleasure."

Technology

Word Hunt

Read the paragraphs below and look for words that have the **long i** sound spelled **i, i-consonant-e, y, igh, ey,** or **uy**.

The Internet is sometimes called the information superhighway. Perhaps it should be called the information superrailway. Can you guess why?

It's because search engines ride the Internet. A search engine is a tool devised to help people find information. It searches the Internet to find websites that can answer questions based on the words you type. For example, do you want to know the name of the first female professional baseball umpire? Just type the words *first female professional baseball umpire* into a search engine. You'll find out that her name is Bernice Gera. She umpired in the minor leagues.

You might need to find a flight to Grimes County, Texas. Just type *Grimes County flights* into a search engine. There's more than a slight chance you'll arrive at an answer. Do you want to know the title of a book about Sam Houston? Ask a search engine. You could get more than eight hundred answers.

Want to try a search engine? Just remember one thing. You can't absolutely rely on every answer you get. Sometimes, the best search engine is the one right inside your own head.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

1–4. Write the one-syllable words that contain the **long i** sound spelled **igh**.

5–10. Write the two-syllable words that contain the **long i** sound spelled **i-consonant-e**.

Unit 6 Assess for Transfer

Unit 1
1.
2.
3.
4.
Unit 2
5.
6.
7.
8.
9.
10.
Unit 3
11.
12.
13.
14.
Unit 4
15.
16.
17.
18.
Unit 5
19.
20.

Units 1–5

Assessment

Each word in the box fits one of the spelling patterns and rules you have studied over the past five weeks. Read the unit descriptions. Then write each assessment word under the unit number it fits.

Unit 1

1–4. Many short vowel sounds are spelled with a single letter: **a** as in **pass, e** as in **held, i** as in **skill, o** as in **collar,** and **u** as in **trust**.

Unit 2

5–10. The long vowel sounds you hear in **case, rise, chose,** and **cube** are spelled with the **vowel-consonant-e** pattern.

Unit 3

11–14. The **long a** sound can be spelled **a** as in **lady, ai** as in **aim,** and **ay** as in **relay**.

Unit 4

15–18. The **long e** sound can be spelled in different ways: **ea** in **deal, ee** in **speed,** and **ie** in **field**.

Unit 5

19–20. The **long i** sound is spelled **i** in **climb, i-consonant-e** in **hire, y** in **cycle, igh** in **might, ey** in **eyes,** and **uy** in **buy**.

Words for Assessment

- skull
- stroke
- betray
- series
- magic
- fired
- icy
- beast
- slope
- rainy
- crime
- raft
- claim
- gift
- male
- screen
- basin
- type
- seep
- sty

Review

Unit 1: Short Vowel Sounds

begin	**kept**	**trust**	**zipper**	**pass**
collar	**held**	**button**	**began**	**felt**

Write the spelling word that rhymes with each of these words.

1. slept
2. mass
3. melt
4. yelled
5. flipper
6. just

Write a spelling word to complete each sentence.

7. The dog wore a red _____.
8. I lost one shiny gold _____ from my new coat.
9. What time does the school day _____?
10. Last year, school _____ one hour earlier.

Unit 2: Vowel-Consonant-e

awhile	**became**	**beside**	**invite**	**case**
drove	**huge**	**wife**	**surprise**	**alone**

Write the missing spelling word. Use the underlined word as a clue.

11. They are husband and _____.
12. These horses ran together while one stood _____.
13. One package was big, but the other was _____!
14. There are seats behind and also _____ me.

Find the misspelled word in each sentence. Write the word correctly.

15. My party was a real suprise.
16. Don't wait for me; I will be along in awile.
17. Anna will inveit the whole class to her party.
18. Mary bicame ill from eating too much ice cream.
19. Can the lawyer win this kase?
20. We were lost and drov three blocks out of our way.

Unit 1

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Unit 2

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Unit 6

Review

Unit 3: Long a: a, ai, ay

favor	**holiday**	**relay**	**trailer**	**able**
paper	**nation**	**radio**	**station**	**lady**

Write the spelling word that is related to each word below. Circle the word in which the vowel sound changed from **short a** to **long a**.

1. ladies
2. favorite
3. national
4. stationary
5. holidays
6. papery
7. trail
8. ability
9. relayed
10. radioed

Unit 4: Long e: ea, ee, ie

agree	**believe**	**field**	**reason**	**between**
reach	**speak**	**lead**	**chief**	**piece**

Write the spelling word that completes each sentence.

11. What is your _____ for saying that?
12. You will need a stool to _____ that upper shelf.
13. I _____ that is the right answer.
14. The house stands _____ two huge old trees.
15. Tall corn grew in the farmer's _____.
16. Would you like a _____ of chocolate cake?
17. If we follow Rover, he will _____ us to the right place.
18. The _____ reason I can't go is that I have homework to do.
19. Please _____ a little more softly.
20. Do you _____ that the party was a big success?

Unit 3

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Unit 4

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Unit 5: Long i: i, i-C-e, y, igh, ey, uy

buy	**climb**	**might**	**cycle**	**flight**
eyes	**tiny**	**idea**	**iron**	**shy**

Write the spelling words for these clues.

1–2. These words rhyme with **right**.

3. This word has three syllables.

Write the spelling word that completes each sentence.

4. Rain is part of the water _____.

5. It is fun to _____ that big old tree in our yard.

6. I have just enough money to _____ that book.

7. Most animals have two _____.

8. A very small insect is a _____ ant.

9. A tool we use to press clothes is called an _____.

10. Speak up. Don't be _____.

Unit 5

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Spelling Study Strategy

Spelling Tic-Tac-Toe

Here's a fun way to practice spelling words.

1. Write your spelling words in a list. Ask your friend to do the same with his or her spelling words. Trade spelling lists.
2. Draw a tic-tac-toe board on a piece of scrap paper. Decide who will use **X** and who will use **O**.
3. Ask your partner to call the first word on your spelling list to you. Spell it out loud. If you spell it correctly, make an **X** or an **O** (whichever you are using) on the tic-tac-toe board. If you misspell the word, ask your partner to spell it out loud for you. You miss your turn.
4. Now you call a word from your partner's spelling list.
5. Keep playing until one of you makes "tic-tac-toe."

Standardized Test Practice

Directions: Read the introduction and the passage that follows. Then read each question and fill in the correct answer on your answer sheet.

Kate and Alison are best friends. They do lots of things together. Their favorite thing is to have sleepovers. Alison wrote this paper about something scary and funny that happened at a sleepover at her house. Here is the draft of Alison's paper. As you read the paper, think about the corrections and improvements Alison should make when she revises.

A Scary Night for Kate and Alison

(1) Kate and I have sleepovers a lot. (2) The last time she slept at my house we got a gigantic scare and a hug surprise for a very funny reason.

(3) Kate and I saw a monster movie on TV before I turned off the station, got in betwien the covers, and turned off the lights. (4) I was able to fall asleep right away, but not Kate. (5) Too many monsters kept her awake. (6) Suddenly, I felt Kate reach over and pull my colar. (7) "Do you hear that?" she asked in terror. (8) I did hear something, so I turned on the lights. (9) I did not believe my eyes; a payper bag was skittering across the floor.

(10) I had no ideer where that bag came from or why it was running around my bedroom. (11) Kate thought there mite be a tiny monster in the bag, but I did not agree. (12) I saw two eyez peeking out, and came to find the surprise was Chipper, my sister's new kitten. (13) She became stuck inside and could not get out! (14) I had to drag Chipper out before I could climb back into bed. (15) Chipper begayne to cry and drove me nuts. (16) So I got out of bed again and let her sleep with Kate and me. (17) We went to sleep in peace, and Chipper slept on my head all night!

GO ON

1 What change, if any, should be made in sentence 2?

A Change ***hug*** to **huge**
B Change ***surprise*** to **surpris**
C Change ***reason*** to **reeson**
D Make no change

2 What change, if any, should be made in sentence 3?

A Change ***station*** to **stashun**
B Change ***betwien*** to **between**
C Change ***lights*** to **lites**
D Make no change

3 What change, if any, should be made in sentence 4?

A Change ***able*** to **ayble**
B Change ***asleep*** to **a sleep**
C Change ***right*** to **ryte**
D Make no change

4 What change, if any, should be made in sentence 6?

A Change ***felt*** to **filt**
B Change ***reach*** to **reech**
C Change ***colar*** to **collar**
D Make no change

5 What change, if any, should be made in sentence 9?

A Change ***believe*** to **beleeve**
B Change ***eyes*** to **ise**
C Change ***payper*** to **paper**
D Make no change

6 What change, if any, should be made to sentence 10?

A Change ***ideer*** to **idea**
B Change ***bag*** to **bug**
C Change ***why*** to **whi**
D Make no change

7 What change, if any, should be made to sentence 11?

A Change ***mite*** to **might**
B Change ***tiny*** to **tighny**
C Change ***agree*** to **agrea**
D Make no change

8 What change, if any, should be made in sentence 12?

A Change ***find*** to **fined**
B Change ***surprise*** to **surprize**
C Change ***eyez*** to **eyes**
D Make no change

9 What change, if any, should be made to sentence 15?

A Change ***begayne*** to **began**
B Change ***cry*** to **crie**
C Change ***begayne*** to **begun**
D Make no change

10 What change, if any, should be made in sentence 17?

A Change ***peace*** to **piece**
B Change ***Chipper*** to **chipper**
C Change ***night*** to **nite**
D Make no change

Writer's Workshop

Enrichment

Grammar, Usage, and Mechanics

Possessive Nouns

A **possessive noun** shows ownership.
Some possessive nouns are singular. Only one person or animal is the owner.

- **Jess's** bike is old, but **Jill's** is new.
- Do not remove the **dog's** collar.

Other possessive nouns are plural. More than one person or animal is the owner.

- All the **boys'** teams are here but not the **men's** teams.
- The **horses'** hooves could be heard in the canyon as they galloped over the hill.

Practice Activity A

1. _____
2. _____
3. _____
4. _____
5. _____

Practice Activity B

6. _____
7. _____
8. _____
9. _____
10. _____

Practice Activity

A. Write the correct possessive form in each sentence.

1. My (mothers'/mother's) birthday is tomorrow.
2. One (teams'/team's) coach is late.
3. A (pigs'/pig's) tail is curly.
4. I knit both of my (uncles'/uncle's) hats.
5. It was (Jakes'/Jake's) turn to feed the rabbits.

B. Change each underlined phrase to make one possessive noun.

6. I will borrow the sweater of Carlos.
7. The shoes of everyone need to be polished.
8. The kennel where the dogs stay is very clean.
9. Kim found the lost key that belongs to your cousins!
10. The books of the student were piled high.

The Writing Process: Narrative

Writing a Realistic Story

PREWRITING

Some stories sound like they really happened, but they didn't. The writer might include names of real people, but the events are invented. Think about your town or community. How do you think it was started? Look in books at the library to help you get ideas. Ask your teacher to help you find information about where you live on the Internet, too.

DRAFTING

Review the information you have gathered. Develop a plot outline that includes a beginning, a climax, and an ending. Support your plot with details about setting and characters. Stop and gather more information if you need to make your story more accurate. If possible, use a word processor to type your draft. A word processor allows you to revise and edit your work easily.

REVISING

When you have finished your first draft, read your story from beginning to end. Check to see if you have included all of the points in your outline. Does each sentence support the topic? Now write your final draft.

EDITING

Use the **Editing Checklist** to proofread your story. Be sure to use proofreading marks when you make corrections. As you proofread, find three words you are not sure how to spell. Use the spell-check feature of the word processor to check the spelling.

PUBLISHING

Make a copy of your realistic story and share it with your readers.

EDITING CHECKLIST

Spelling

- ✓ Circle words that contain the spelling patterns and rules learned in Units 1–5.
- ✓ Check the circled words in your **Spelling Dictionary**.
- ✓ Check for other spelling errors.

Capital Letters

- ✓ Capitalize important words in the title.
- ✓ Capitalize the first word in each sentence.
- ✓ Capitalize proper nouns.

Punctuation

- ✓ End each sentence with the correct punctuation.
- ✓ Use commas, apostrophes, and quotation marks correctly.

Grammar, Usage, and Mechanics

- ✓ Use singular and plural possessive nouns correctly.

Connections to THINKING

Read the spelling words and sentences.

1. poet	*poet*	Which **poet** wrote those lines?
2. coast	*coast*	Along the **coast** lie sunken ships.
3. pillow	*pillow*	A soft **pillow** cradled her head.
4. hotel	*hotel*	The **hotel** was ten stories high.
5. also	*also*	I can sing and **also** dance.
6. clothes	*clothes*	My **clothes** hang in a closet.
7. pony	*pony*	The **pony** trotted around the ring.
8. bold	*bold*	Catching the snake was a **bold** move.
9. moment	*moment*	In a **moment** the sun will set.
10. obey	*obey*	Dogs can learn to **obey** commands.
11. grown	*grown*	She has **grown** an inch this year.
12. hello	*hello*	I say **hello** to everyone I know.
13. motel	*motel*	A **motel** is a motor hotel.
14. boast	*boast*	Do not **boast** of our success yet.
15. glow	*glow*	I followed the **glow** of the lamp.
16. goal	*goal*	The ball bounced over the **goal** line.
17. poem	*poem*	That **poem** contains rhyming words.
18. shown	*shown*	We were **shown** to our room.
19. hero	*hero*	A **hero** does brave deeds.
20. fold	*fold*	Do not **fold** or wrinkle your paper.

long o spelled o

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

long o spelled oa

13. _____
14. _____
15. _____

long o spelled ow

16. _____
17. _____
18. _____
19. _____

long o spelled o-digraph-e

20. _____

Think & Sort the spelling words.

1–12. Write the words that have the **long o** sound spelled **o**.
13–15. Write the words that have the **long o** sound spelled **oa**.
16–19. Write the words that have the **long o** sound spelled **ow**.
20. Write the word that has the **long o** sound spelled **o-consonant digraph-e**.

Remember

The **long o** sound can be spelled in different ways: **o** as in **pony, oa** as in **goal, ow** as in **glow,** and **o-consonant digraph-e** as in **clothes**.

Spelling Tutor

Connections to VOCABULARY

Unit 7

Word Meanings

Write a spelling word for each definition. Use your **Spelling Dictionary** to check the meaning and the spelling of each word. Find the words that have a double consonant in the middle and draw a line between the syllables.

1. a greeting
2. land along the ocean
3. a place offering guest rooms, meals, and other services
4. a form of **show**
5. something usually found on a bed

Use Syllables

Say a word to yourself and listen to the beats to determine how many syllables it has. You can also tell how many syllables a word has by the number of vowel sounds it contains. Check a dictionary to be sure.

6–9. Write the four-letter spelling words that have one syllable.

10–15. Write the four-letter spelling words that have two syllables.

Use the Dictionary

16–20. The dictionary lists the part of speech for an entry word after the respelling. Write these spelling words in alphabetical order. Then look in the **Spelling Dictionary** to find the abbreviation for the word's part of speech. Write the abbreviation next to each word.

motel grown clothes moment boast

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____

Use Syllables

one syllable

6. _____
7. _____
8. _____
9. _____

two syllables

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Use the Dictionary

16. _____
17. _____
18. _____
19. _____
20. _____

Connections to READING

poet	coast	pillow	hotel	also
clothes	pony	bold	moment	obey
grown	hello	motel	boast	glow
goal	poem	shown	hero	fold

Solve the Riddles

1. _____
2. _____
3. _____
4. _____
5. _____

Make Inferences

6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Use Context Clues

16. _____
17. _____
18. _____
19. _____
20. _____

Solve the Riddles

Write a spelling word for each riddle.

1. I am a brief period of time. Who am I?
2. Everyone loves me because I am brave. Who am I?
3. I am something everyone wants to reach. Who am I?
4. Sometimes I rhyme, and sometimes I do not. Who am I?
5. I am something you do with paper and with clothes. Who am I?

Make Inferences

Write a spelling word to complete each sentence.

6. While driving to Chicago, we stopped for the night to stay at a _____ near the highway.
7. A soft _____ was at the head of the bed.
8. Mother has _____ both flowers and vegetables.
9. Many beachgoers swam and picnicked along the sandy _____.
10. Say _____ to your brother for me.
11. We play ball and _____ fly kites in the park.
12. Peter was _____ a map of the city when he was lost.
13. She is a _____, a writer, and a musician.
14. He greets visitors at a fancy _____ in New York City.
15. The _____ of fireflies lights up the night sky.

Use Context Clues

Write spelling words from the box to fill in the blanks in the story.

pony
bold
obey
boast
clothes

Children, dressed in their best **16.** _____, were taking turns riding a **17.** _____. They were having their pictures taken and felt quite **18.** _____ when they could make the pony **19.** _____. I heard one boy **20.** _____ that he was the best rider and was going to be a cowboy.

Connections to WRITING

Unit 7

Proofread a Poem

Proofread the poem below for ten misspelled words. Then rewrite the poem. Write the spelling words correctly, and make the corrections shown by the proofreading marks.

A Pom by Grover, the Dog

I obay you when you call me or order me to sit.

And when i chew your close up, you never throw a fit.

We allso watch TV together, and when you laugh, I bark.

You give me an extra mowment to sniff when we go to the park.

You've shone me how to fetch ~~feteh~~ a ball and bring it back to you.

You're my teacher and my herro, and I'm stuck to you like glue.

We've groan up together and ~~H~~ave always been best friends.

My greatest gole is to make sure that our friendship never ends.

We've been together through oh, so much, through happiness and tears,

And I'm bolde enough to hope you'll live to be a hundred in doggy years!

Proofreading Marks

- Make Uppercase
- Make Lowercase
- Add
- Delete
- Add a Period
- Indent

Narrative Writing

Write a Poem

Write or type a poem that a pet, such as a cat, dog, fish, or bird, might write to you. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- To create rhythm in your poem, try to have the same number of syllables in each pair of lines.
- Use sensory language to make your poem paint a picture of the funny things that pets do and that you do for them.
- Use correct capitalization, punctuation, grammar, and spelling.
- Read your poem. Circle each pair of rhyming words. Use an online rhyming dictionary to check the spelling and make sure the words truly rhyme.

Transfer

Think of three words that have a **long o** sound spelled **o, oa,** or **ow**. Write the words and their definitions in your Spelling Journal. Circle the letter(s) that stand for the **long o** sound.

Extend & Transfer

Word Study

below	also	shown	glow	loaves
nobody	clothes	poet	goal	narrow
over	moment	hotel	hero	bonus
rainbow	obey	pony	fold	banjo
soap	grown	bold	bowl	poach
coast	hello	motel	groceries	stroll
pillow	poem	boast	growth	following

Rhyming Words

1. _____
2. _____
3. _____
4. _____
5. _____

Plurals

6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Homophones

17. _____
18. _____
19. _____
20. _____

Use words from the spelling list to answer these questions.

Rhyming Words

1–2. Which one-syllable rhyming words have the **long o** sound spelled **oa**?

3–4. Which two-syllable rhyming words have the **long o** sound spelled **o**?

5. Which one-syllable word with **long o** spelled **ow** rhymes with **flow** and can be both a noun and a verb?

Plurals

A. Write the word that is the plural form of each of these words.

6. grocery **7.** loaf

B. Write the word that is the singular form of each of these words.

8. ponies **11.** poets **14.** moments
9 pillows **12.** heroes **15.** rainbows
10. hellos **13.** folds **16.** bonuses

Homophones

Write the word that is a homophone for each word below.

17. shone **19.** groan
18. close **20.** bowled

Language Arts

Word Hunt

Read the paragraphs below. Look for words with the **long o** sound spelled **o, oa,** and **ow**.

I like poems called limericks. They are often so senseless that they make people groan. Below is an example of a ridiculous limerick:

There once was a Man of the Coast,
Who meekly sat down on a post;
But when it was cold,
He let go of his hold,
And demanded some hot buttered toast.

Edward Lear is the poet who wrote that limerick more than 200 years ago. Some of his language sounds old, so I revised it a little. Lear's limericks are very well known, and he is a special hero of mine. Lear was also an artist. His drawings are shown in *A Book of Nonsense*. This was the first book ever published with illustrations by the author.

The goal of a limerick is not just to be silly; it has to follow very narrow rules. A limerick must be five lines in length. The first two lines must rhyme with the last line. That's called a *triplet.* The third and fourth lines must rhyme with each other. That's called a *couplet.* Do you think you could write a limerick? Why not give it a try?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

1–3. Write the two-syllable words that contain the **long o** sound spelled **ow** in the last syllable.

4–6. Write the two-syllable words that contain the **long o** sound spelled **o** in the last syllable.

7–10. Write the one-syllable words that contain the **long o** sound spelled **oa**.

Connections to THINKING

Read the spelling words and sentences.

1. flute	*flute*	A **flute** is a musical instrument.
2. view	*view*	We had a clear **view** of the sea.
3. student	*student*	The **student** studied for her test.
4. whose	*whose*	I wonder **whose** shoes these are.
5. clue	*clue*	That **clue** helped solve the mystery.
6. human	*human*	We all belong to the **human** race.
7. juice	*juice*	Orange **juice** is a healthful drink.
8. few	*few*	She has **few** faults and many friends.
9. true	*true*	Is that story **true** or false?
10. tube	*tube*	That thin **tube** is a drinking straw.
11. truth	*truth*	The **truth** serves better than a lie.
12. glue	*glue*	We can **glue** the pieces together.
13. dew	*dew*	The grass sparkled with morning **dew**.
14. lose	*lose*	Win or **lose,** be a good sport.
15. tulip	*tulip*	The **tulip** is a flower of spring.
16. used	*used*	My bike, though **used,** is new to me.
17. due	*due*	Yesterday's homework is **due** today.
18. fruit	*fruit*	Those **fruit** trees bear sweet pears.
19. music	*music*	I listen to **music** to relax.
20. rule	*rule*	No school **rule** should be broken.

Think & Sort the spelling words.

1–15. Write the words with the /o͞o/ vowel sound.
16–20. Write the words with the /**yo͞o**/ vowel sound.

/o͞o/
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

/yo͞o/
16. _____
17. _____
18. _____
19. _____
20. _____

Remember

The vowel sound you hear in **true** and the vowel sound you hear in **few** can be spelled in many different ways. When /o͞o/ is spelled **ew** or **oo,** it is sometimes called an abstract vowel.

Spelling Tutor

Word Meanings

Write a spelling word for each definition. Circle the two words that are **homophones,** words that sound alike but have different spellings and meanings.

1. a scene; a range or field of sight
2. water droplets that form on cool surfaces
3. expected or scheduled
4. information that helps solve a problem
5. a sticky liquid that holds things together
6. a musical instrument

Use Phonics

Follow the directions to write spelling words.
Check the spellings in your **Spelling Dictionary**.

7. toy – oy + ube = _____
8. rail – ail + ule = _____
9. useful – ful + d = _____
10. train – ain + ue = _____
11. fool – ool + ew = _____
12. jug – g + ice = _____
13. whole – le + se = _____
14. frost – ost + uit = _____
15. troop – oop + uth = _____
16. low – w + se = _____

Use the Dictionary

Find each word in your **Spelling Dictionary**. Write the word and draw a line between the syllables.

17. tulip
18. student
19. music
20. human

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Use Phonics

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Use the Dictionary

17. _____
18. _____
19. _____
20. _____

Connections to READING

flute	view	student	whose	clue
human	juice	few	true	tube
truth	glue	dew	lose	tulip
used	due	fruit	music	rule

Complete the Analogies

Write a spelling word that is an antonym or a synonym to complete each analogy. Check your answers in your **Writing Thesaurus**.

1. **Make-believe** is to **real** as **false** is to _____.
2. **Suggest** is to **hint** as **sign** is to _____.
3. **Locate** is to **misplace** as **find** is to _____.
4. **Teacher** is to **pupil** as **instructor** is to _____.
5. **More** is to **less** as **many** is to _____.
6. **Tree** is to **maple** as **flower** is to _____.
7. **Cereal** is to **box** as **toothpaste** is to _____.
8. **They** is to **theirs** as **who** is to _____.
9. **Brass** is to **trumpet** as **woodwind** is to _____.
10. **String** is to **tie** as **paper** is to _____.

Use Context Clues

Write the spelling word that completes each idiom or saying.

11. *A bird's eye* ____ is being able to look at something clearly from above.
12. If something is _____ *to your ears,* it's exactly what you wanted to hear.
13. You can disagree with someone politely by saying *with all* ____ *respect.*
14. If something is *fresh as the morning* ____, it is really fresh.
15. If you ____ *the roost,* then you are the boss.
16. *They don't make them like they* ____ *to.*
17. If there is a *grain of* ____ to what you say, it is partly true.
18. *To err is* ____ *but to forgive is divine* means a person should be forgiven because everyone makes mistakes.
19. To *pick low-hanging* _____ means to do something that is easy.
20. If you ____ *something up,* you turn on the electricity.

Complete the Analogies

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Use Context Clues

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Unit 8

Proofread a Descriptive Essay

Proofread the descriptive essay below for ten misspelled words. Then rewrite the essay. Write the spelling words correctly. Then make the corrections shown by the proofreading marks.

¶ it was a frigid day but as fine as any humen could want. As a rool, I would shun the cold, but I am a tru football fan. Therefore, I appeared when I was doo at the Stadium. The vue was breathtaking. The band, sparkling with bright colors, was playing spirited musik. I hoped to someday play the floote in the band. Soon the teams, in splendid uniforms, trotted onto the turf. I did not have a clew whether my team would win or loze. The trooth is, either way i'd enjoy the game.

Proofreading Marks

- ≡ Make Uppercase
- / Make Lowercase
- ^ Add
- ⌒ Delete
- ⊙ Add a Period
- ¶ Indent

Informative/Explanatory Writing

Write an Essay

Write or type an essay describing a person or place you remember fondly. Think about the things you like about the person or place. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Begin your essay with a topic sentence. Use supporting details and facts to help the reader "see" the person or place. Follow the form used in the proofreading sample to write a concluding sentence.
- Use complete sentences with correct capitalization, punctuation, grammar, and spelling.
- Read your writing. Circle three words that may be misspelled. Type your essay into a word processor and use the spell-check feature to check the spelling.

Transfer

Circle the words in your essay that have the /o͞o/ sound and the words that have the /yo͞o/ sound. Then circle the letter(s) that stand for the /o͞o/ or /yo͞o/ sound in each word.

Extend & Transfer

Word Study

balloon	few	rule	glue	movies
drew	true	flute	dew	suitcase
news	tube	view	tulip	menu
pool	lose	student	due	fuel
threw	used	clue	amuse	nephew
whose	fruit	juice	beauty	duties
human	music	truth	continue	blueberry

Plurals

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Prefixes and Suffixes

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Use Antonyms

17. _____
18. _____
19. _____
20. _____

Plurals

1–2. Write the words that are plural forms of these words.

movie duty

3–6. Write the words that are singular forms of these words.

tulips juices fruits tubes

7. Write the word whose singular form is **dew drop**.

8–9. Write the words whose plurals are formed by dropping **y** and adding **-ies**.

Prefixes and Suffixes

A. The prefix **un-** means "not." Write the spelling words that are base words for these words.

10. unruly **12.** untruth **14.** unglue

11. untrue **13.** unused

B. The suffix **-y** in **unruly** means "somewhat like." Write the words that are base words for these words.

15. fruity **16.** juicy

Use Antonyms

Change the meaning of each sentence by replacing the underlined words with an antonym from the spelling list.

17–18. How did you find the new flute?

19–20. Many statements were false.

Technology

Word Hunt

Read the paragraphs below. Look for words with the /o͞o/ or /yo͞o/ sound.

Is the music that I hear coming from a flute or from a computer? The truth is, it's hard to tell.

Today, a music student can compose a song without using a musical instrument at all! You don't need to go to a store to buy the latest CD. Just go to the Internet and download the songs on an MP3 player. It can hold more than 10,000 songs! The beauty of an MP3 player is that it fits in your pocket.

Some people think these new ways are bad for music. I hate to burst their balloons, but they're plain silly in my view. They just don't have a clue about what technology does for us.

Think about it. Concert tickets often cost a lot of money. Not everyone can get to a concert, anyway. The good news is that the same music can be downloaded in almost all parts of the world! Due to modern technology, the whole world can be singing the same tune. Music can be the glue that holds us all together.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

1–5. Write the two-syllable words that have /yo͞o/ or /o͞o/.
6–8. Write the one-syllable words that rhyme with **true**.
9–10. Write the three-syllable words that have /yo͞o/ or /o͞o/.

Unit 9

Diphthongs: /oi/, /ou/

Connections to THINKING

Read the spelling words and sentences.

1. flour	*flour*	Bread contains **flour** and yeast.
2. however	*however*	He is polite **however** he feels.
3. coil	*coil*	Please **coil** the hose on its reel.
4. enjoy	*enjoy*	Relax and **enjoy** the sunset.
5. amount	*amount*	The **amount** of our bill was $25.
6. powder	*powder*	We dusted the dog with flea **powder**.
7. moist	*moist*	The ground is **moist** after it rains.
8. vowel	*vowel*	Ina's name begins and ends with a **vowel**.
9. spoil	*spoil*	Do not let the rain **spoil** your fun.
10. flower	*flower*	Plant a seed to grow a **flower**.
11. joint	*joint*	Your arm bends at the elbow **joint**.
12. joy	*joy*	The hero was greeted with shouts of **joy**.
13. power	*power*	Those who rule have **power**.
14. royal	*royal*	Guards protected the **royal** family.
15. foil	*foil*	Wrap food in **foil** to keep it fresh.
16. plow	*plow*	The **plow** turned over the soil.
17. choice	*choice*	We had a **choice** of peas or beans.
18. mouth	*mouth*	How many teeth are in your **mouth**?
19. crowd	*crowd*	Follow your heart, not the **crowd**.
20. mount	*mount*	Learn to **mount** before riding a horse.

Think & Sort the spelling words.

1–6. Write the words with the /**oi**/ sound spelled **oi**.
7–9. Write the words with the /**oi**/ sound spelled **oy**.
10–13. Write the words with the /**ou**/ sound spelled **ou**.
14–20. Write the words with the /**ou**/ sound spelled **ow**.

Remember

The /**oi**/ sound can be spelled **oi** as in **coil** or **oy** as in **joy**. The /**ou**/ sound can be spelled **ou** as in **mouth** or **ow** as in **plow**.

Spelling Tutor

/oi/ spelled oi
1.
2.
3.
4.
5.
6.

/oi/ spelled oy
7.
8.
9.

/ou/ spelled ou
10.
11.
12.
13.

/ou/ spelled ow
14.
15.
16.
17.
18.
19.
20.

Connections to VOCABULARY

Unit 9

Word Meanings

Write the spelling word that most closely matches each definition. Circle the two words that are **homophones,** words that sound alike but have different spellings and meanings.

1. nevertheless
2. to get on a horse
3. to ruin; damage
4. great strength; force
5. to get pleasure from
6. selection
7. powder of ground grain
8. of kings and queens
9. total; sum
10. to wind around
11. blossom; bloom

Complete the Analogies

Write a spelling word to complete each analogy.

12. **Chicken** is to **flock** as **person** is to _____.
13. **Dry** is to **arid** as _____ is to **wet**.
14. **Sneeze** is to **nose** as **yawn** is to _____.
15. **Subject** is to **sentence** as _____ is to **letter**.

Use the Dictionary

Read each sentence below. Write the spelling word and its part of speech. Use the **Spelling Dictionary** to check your answers.

16. The candy was covered with foil.
17. Bath powder has a nice smell.
18. My shoulder joint aches.
19. The farmer will plow his fields.
20. You bring joy to everyone.

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Complete the Analogies

12. _____
13. _____
14. _____
15. _____

Use the Dictionary

16. _____
17. _____
18. _____
19. _____
20. _____

Connections to READING

flour	however	coil	enjoy	amount
powder	moist	vowel	spoil	flower
joint	joy	power	royal	foil
plow	choice	mouth	crowd	mount

Make Inferences

Write the spelling word that fits in each blank.

I hoped to have fun. Little did I expect to **1.** _____ myself as much as this, **2.** _____. Following the **3.** _____, we came to the changing of the queen's **4.** _____ guard. It was a great **5.** _____ to see the beautiful castle and all the guards. If given a **6.** _____ of tourist attractions in England, you might want to choose the changing of the guard.

Use Context Clues

Write a spelling word to complete each sentence.

7. Mix water and _____ to make a thick paste.
8. The daffodils will _____ in the spring.
9. The tractor has replaced the horse and _____.
10. The reward is a large _____ of money.
11. Every tooth in his _____ sparkled.
12. His lasso was a _____ of rope.
13. The rider will _____ the horse.
14. A consonant may be followed by a _____.
15. Bake these potatoes in aluminum _____.
16. The dry earth had turned to _____.
17. Throwing a ball can injure your shoulder _____.
18. Some foods _____ if left out of the refrigerator.
19. She was given the _____ to govern the state.
20. Air that is _____ feels warmer than air that is dry.

Make Inferences

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Use Context Clues

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Proofread a Newspaper Ad

Proofread the newspaper ad below for ten misspelled words. Then rewrite the ad. Write the spelling words correctly and make the corrections shown by the proofreading marks.

Giant Yard Sale!

We are selling a large amownt of goods. take your choise. There are flouer pots, powre tools, Boxes of bath and soap pouder, a coyle of hose, a plou, and more. Come and injoy yourself—and buy, buy buy. We expect a big croud, so arrive Earley. Come rain or shine. Nothing will spoile our sale. Hours are from 9 a.m until 3 p.m., 28 Darling Street, Sweetlife, Florida.

Proofreading Marks

- Make Uppercase
- Make Lowercase
- Add
- Delete
- Add a Period
- Indent

Opinion Writing

Write a Newspaper Ad

Write or type a newspaper ad offering something for sale. Include a description of the item, the price, and a telephone number or address. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- If the item you're selling is for a specific purpose or is geared for a particular audience, be sure to use persuasive language to make the reader want to buy the item.
- Use complete sentences with correct capitalization, punctuation, grammar, and spelling.
- Read your writing. Circle three words that may be misspelled. Use an online dictionary to check the spelling.

Transfer

Think of three more persuasive words that have the /**oi**/ or /**ou**/ sound. Write the words in your Spelling Journal in alphabetical order and circle the letters that make the /**oi**/ or /**ou**/ sound.

Extend & Transfer

Word Study

about	amount	crowd	royal	employ
boil	moist	flour	foil	tower
found	vowel	coil	plow	spout
house	flower	powder	mount	bountiful
join	power	spoil	allowance	scowl
however	choice	joint	avoid	hoist
enjoy	mouth	joy	couch	buoyant

Pattern Power

Use words from the spelling list to complete these activities.

1–10. Write the words that have the /**oi**/ sound spelled **oi**.

Prefixes and Suffixes

The adjective suffix **-ful** means "full of." The adjective suffix **-less** means "without." The adverb suffix **-ly** means "like." The prefix **dis-** means "not." Write the spelling words that are base words for these words that contain a prefix or a suffix.

11. moistly
12. mouthful
13. dismount
14. flourless
15. houseful
16. joyful
17. powerless
18. royally
19. disjoint

Meaning Mastery

20. Write the word that describes each of these letters: **a, e, i, o, u** and sometimes **y**.

Pattern Power

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Prefixes and Suffixes

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

Meaning Mastery

20. _____

Math

Word Hunt

Read the paragraphs below. Look for words with the /**oi**/ or /**ou**/ sound.

A math teacher asked, "If you add the numbers from 1 to 100 together, what is the total amount?" In about 10 seconds 7-year-old Karl Gauss said, "Five thousand and fifty." The boy grew up to be a famous mathematician.

You, too, have the power to be a math-magician. No one will foil you. The crowd will hoist you on their shoulders in triumph. You will join the great math minds! You will enjoy your fame. Maybe you'll even get a bigger allowance.

Before we anoint you a genius, however, let's see how Gauss did it. This diagram shows a way to add from 1 to 10.

1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 + 10

2 + 9 = 11

1 + 10 = 11

Add 2 + 9, then 3 + 8, then 4 + 7 and 5 + 6. Each time, the sum is 11! There are 5 pairs of numbers whose sum is 11, so multiply 5 x 11. The product is 55. The total of the numbers from 1 to 10 is 55! Get it? Gauss added 1 + 100 and got 101. He added 2 and 99 for a sum of 101. Fifty pairs equaled 101, so he multiplied 50 x 101 and got 5,050!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

1–6. Write the words that contain the /**oi**/ sound. Circle the letters that spell that sound.

7–9. Write the words that contain the /**ou**/ sound in the first syllable. Circle the letters that spell that sound.

10. Write the three-syllable word that contains the /**ou**/ sound. Circle the letters that spell that sound.

Unit 10 Vowel Sounds: /ôr/, /ô/

Connections to THINKING

Read the spelling words and sentences.

1. forgot	*forgot*	I almost **forgot** my friend's birthday.
2. bought	*bought*	Wayne **bought** a new pair of shoes.
3. nor	*nor*	Neither rain **nor** snow will bother us.
4. haul	*haul*	A mule can **haul** heavy loads.
5. ought	*ought*	You **ought** to eat a balanced diet.
6. forest	*forest*	Squirrels prefer a **forest** of oak.
7. sport	*sport*	Baseball is my favorite **sport**.
8. thought	*thought*	We **thought** it would rain today.
9. daughter	*daughter*	Her **daughter** is taller than she is.
10. port	*port*	The storm kept the ship in **port**.
11. sort	*sort*	We will **sort** the mail by date.
12. record	*record*	I will **record** the things I did today.
13. taught	*taught*	We **taught** our dog to do tricks.
14. brought	*brought*	My brother **brought** a friend home.
15. forth	*forth*	Go **forth** and do your best.
16. because	*because*	I ran home **because** I was late.
17. fought	*fought*	My grandfather **fought** in a war.
18. report	*report*	Please **report** your findings.
19. forty	*forty*	My aunt lives **forty** miles away.
20. caught	*caught*	I **caught** six fish at the lake.

Think & Sort the spelling words.

1–10. Write the words in which the /ôr/ sound is spelled **or**.

11–12. Write the words in which the /ô/ sound is spelled **au**.

13–15. Write the words in which the /ô/ sound is spelled **augh**.

16–20. Write the words in which the /ô/ sound is spelled **ough**.

/ôr/ spelled or

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

/ô/ spelled au

11. _____
12. _____

/ô/ spelled augh

13. _____
14. _____
15. _____

/ô/ spelled ough

16. _____
17. _____
18. _____
19. _____
20. _____

Remember

The **r-controlled vowel** sound you hear in **sport** (/ôr/) is spelled **or**. The vowel sound you hear in **haul** (/ô/) can be spelled in different ways: **au** as in **haul, augh** as in **caught,** and **ough** as in **ought**.

Spelling Tutor

Connections to VOCABULARY

Unit 10

Word Meanings

Write the spelling word that most closely matches each definition. Circle the letters that are not sounded in the vowel spelling. Use the **Spelling Dictionary** to check your answers.

1. past tense of **buy**
2. a harbor town where ships dock
3. and not; or not; not either
4. forward; into full sight
5. past tense of **bring**
6. a game, often a competition
7. an account

Identify Synonyms

Write the spelling word that is a synonym for each word. Circle the letters that are not sounded in the vowel spelling. Use the **Writing Thesaurus** to check the spellings of your answers.

8. carry
9. should
10. battled
11. arrange
12. idea
13. captured
14. instructed

Use the Dictionary

The dictionary identifies stressed syllables with an accent mark (′) and boldface type. Find these spelling words in your **Spelling Dictionary**. Write each word and underline the syllable that receives the greater stress.

15. forgot
16. because
17. forest
18. daughter
19. report
20. forty

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Identify Synonyms

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Use the Dictionary

15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to READING

forgot	bought	nor	haul	ought
forest	sport	thought	daughter	port
sort	record	taught	brought	forth
because	fought	report	forty	caught

Replace the Words

For each sentence, write the spelling word that is the past tense form of the underlined verb.

1. Mrs. King teaches us how to paint with watercolors.
2. I almost forget that today is your birthday.
3. Carlos brings his stamp collection to school.
4. Show me what you buy at the store.
5. Before they became friends, the two boys fight a lot.
6. I think the answer was simple.
7. Maria catches the ball for the third out.

Word Clues

Write a spelling word for each clue. Check your answers in your **Spelling Dictionary**.

8. a good place for ships
9. a parent's female child
10. to put in groups
11. one more than thirty-nine

Use Context Clues

Write a spelling word to fill each blank in the story.

My favorite 12. _____ is horseback riding. Sometimes I ride through the 13. _____. When I return, I like to 14. _____ my experiences to my friends and 15. _____ my thoughts in my diary. A horseback rider 16. _____ to carry as little as possible. That is 17. _____ the more you 18. _____, the harder it is for your horse. A rider should go 19. _____ with a respect for nature. He or she should disturb neither animals 20. _____ plants, so they will still be there for all to enjoy.

forth
ought
sport
record
forest
because
report
nor
haul

Replace the Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Word Clues

8. _____
9. _____
10. _____
11. _____

Use Context Clues

12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Proofread a Story

Proofread the story below for ten misspelled words. Then rewrite the story. Write the spelling words correctly and make the corrections shown by the proofreading marks.

Some Fun!

Sylvia went camping in the forist, a trip which oght to have been fun. She cawt three fish and ate them for dinner. then she had a good night's sleep.

Her trip home, however, was neither pleasant noar fun bicause she fergot her compass and lost her way. Then she remembered what her mother had taugt her: Moss grows on the north side of trees. Home is south of here, she thot, so I should go in the opposite direction from the Moss. Sylvia smiled as she thought of how proud Mom would be of her dawter.

Sylvia went south, and it braught her home. Sylvia had had learned an important lesson: Before going camping, check to see that you have all your supplies.

Proofreading Marks

- Make Uppercase
- Make Lowercase
- Add
- Delete
- Add a Period
- Indent

Narrative Writing

Write a Story

Write a story from your imagination. Be sure to include details about the characters and the setting of the story. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Be sure to build the plot to a climax. Follow the form used in the proofreading sample to conclude your story.
- Use complete sentences with correct capitalization, punctuation, grammar, and spelling.
- Read your story. Circle three words that may be misspelled. Use an electronic dictionary to check the spelling.

Transfer

Think of two words that have the /ôr/ sound and two that have the /ô/ sound. Write the words in your Spelling Journal and circle the letters that make the /ôr/ or /ô/ sound.

Extend & Transfer

Word Study

before	forest	caught	taught	important
form	thought	forgot	forth	launch
morning	sort	haul	fought	audio
north	record	ought	forty	naughty
story	brought	sport	audience	oriole
bought	because	daughter	author	toward
nor	report	port	enormous	dinosaur

Pattern Power

Use words from the spelling list above to answer these questions.

1–3. Which one-syllable rhyming words contain the /ôr/ sound spelled **or**?

4–5. Which rhyming words contain the /ô/ sound spelled **augh**?

6–10. Which rhyming words contain the /ô/ sound spelled **ough**?

11–13. Which words contain the /ô/ sound spelled **au** in the first syllable?

Latin Roots

14–16. The root **port** means "to carry." Write the spelling words that have this root.

Homophones and Homographs

17. Write the homograph that can mean "to take notes" or "a vinyl disk that contains music."

18. Write the homophone for **mourning**.

19. Write the homophone for **hall**.

20. Write the homophone for **fourth**.

Pattern Power

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Latin Roots

14. _____
15. _____
16. _____

Homophones and Homographs

17. _____
18. _____
19. _____
20. _____

Science

Word Hunt

Read the paragraphs below. Look for words with the /ôr/ or /ô/ sound.

About one third of the United States is covered with forest. The thought of our forests disappearing is scary. Yet, that is what's happening to the rainforest. That ought to worry us all. Most rainforests are in South and Central America. We live in North America. So why should it matter to us? It matters because the rainforest is valuable to our lives and our planet.

The rainforest is a sort of drugstore. Many of its plants are used to make medicines.

Do you like bananas? Have you ever bought a jar of peanuts? These foods and many others were first grown in the rainforest.

The rainforest breathes for us. Its plants take in carbon dioxide and send forth oxygen. Rainforests are the lungs of our planet. Yet, report after report states that acres of rainforest are destroyed every day. Some scientists think that the rainforests will vanish in less than forty years!

What is causing this to happen? People are clearing the land to plant crops. Wood is needed to build houses, so trees are cut down. People need the land, but a balance must be found. We must work to save the rainforest—the lungs of the planet!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

1–3. Write the words with the /ô/ sound spelled **ough**.
4–5. Write the words with the /ô/ sound spelled **au**.
6–9. Write four two-syllable words with the /ôr/ sound.
10. Write the three-syllable word with the /ôr/ sound.

Unit 11 r-Controlled Vowels: /ûr/, /ûr/

Connections to THINKING

Read the spelling words and sentences.

1. near	*near*	I was **near** enough to touch the president.
2. steer	*steer*	He is learning to **steer** his unicycle.
3. certain	*certain*	Are you **certain** of the answer?
4. return	*return*	My **return** address is on the card.
5. tear	*tear*	The child wiped a **tear** from his eye.
6. thirst	*thirst*	The heat of the day increased our **thirst**.
7. perfect	*perfect*	He threw a nearly **perfect** pitch.
8. fear	*fear*	Those who **fear** failure should try anyway.
9. term	*term*	The first school **term** is over.
10. cheer	*cheer*	They came to **cheer** for our team.
11. turkey	*turkey*	We will eat **turkey** on Thanksgiving.
12. firm	*firm*	Once on **firm** ground, I was safe.
13. ear	*ear*	I held the seashell up to my **ear**.
14. burst	*burst*	The soap bubble **burst** in the air.
15. rear	*rear*	We marched at the **rear** of the parade.
16. serve	*serve*	The waiter came to **serve** our party.
17. year	*year*	A **year** is twelve months long.
18. person	*person*	The price was $5 per **person**.
19. clear	*clear*	We expect **clear** and sunny weather.
20. herd	*herd*	In the field was a **herd** of cows.

Think & Sort the spelling words.

1–7. Write the words with the /ûr/ sound spelled **ear**.
8-9. Write the words with the /ûr/ sound spelled **eer**.
10–11. Write the words with the /ûr/ sound spelled **ir**.
12–17. Write the words with the /ûr/ sound spelled **er**.
18–20. Write the words with the /ûr/ sound spelled **ur**.

/ûr/ spelled ear
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

/ûr/ spelled eer
8. _____
9. _____

/ûr/ spelled ir
10. _____
11. _____

/ûr/ spelled er
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

/ûr/ spelled ur
18. _____
19. _____
20. _____

Remember

The **r-controlled vowel** sound you hear in **near** (/ûr/) can be spelled **ear** as in **near** and **eer** as in **cheer**. The **r-controlled vowel** sound you hear in **firm** (/ûr/) can be spelled **ir** as in **firm, er** as in **herd,** or **ur** as in **burst**.

Spelling Tutor

Connections to VOCABULARY

Unit 11

Word Meanings

A. Write the spelling word that most closely matches each definition.

1. come back
2. a need for liquid
3. sure; without doubt
4. close by
5. offer food
6. a group of animals

B. Write the word that has both meanings.

7. corn on the cob or a sensory organ for sound
8. steady or a business unit
9. the back part or to raise a child
10. cloudless or to get approval

Add Suffixes

The suffix **-ion** means "being" or "the result of." Write the spelling word that is a base word for each word.

11. perfection
12. termination
13. impersonation

Plurals

Write the singular form of each plural noun below.

14. tears
15. fears
16. years
17. bursts
18. turkeys

Use the Dictionary

Find these multiple-meaning words in your **Spelling Dictionary**. Beside each word write the number of the definition and the letter that tells what part of speech it is.

19. steer
20. cheer

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Add Suffixes

11. _____
12. _____
13. _____

Plurals

14. _____
15. _____
16. _____
17. _____
18. _____

Use the Dictionary

19. _____
20. _____

Connections to READING

near	steer	certain	return	tear
thirst	perfect	fear	term	cheer
turkey	firm	ear	burst	rear
serve	year	person	clear	herd

Word Categorization

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Complete the Analogies

10. _____
11. _____
12. _____
13. _____
14. _____

Use Context Clues

15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Word Categorization

Write the spelling word that goes with each group.

1. sparrow, crow, chicken, _____
2. shout, yell, _____
3. day, week, month, _____
4. solid, stiff, hard, _____
5. alarm, fright, horror, _____
6. drive, guide, operate, _____
7. sure, positive, definite, _____
8. correct, excellent, _____
9. liquid, droplet, _____

Complete the Analogies

Write the spelling word that completes each analogy.
Check the spelling of your answers in a dictionary or thesaurus.

10. **Food** is to **hunger** as **water** is to _____.
11. **Glass** is to **break** as **balloon** is to _____.
12. **Cloudy** is to **overcast** as **sunny** is to _____.
13. **Face** is to **front** as **back** is to _____.
14. **Birds** is to **flock** as **cattle** is to _____.

Use Context Clues

Write two spelling words to complete each sentence.

15–16. Whitney would like to _____ one _____ as the class president.

17–18. Please wait _____ this bench until I _____.

19–20. That _____ has a voice that is pleasing to the _____.

Connections to WRITING

Proofread a Travel Report

Proofread the travel report below for ten misspelled words. Then rewrite the report. Write the spelling words correctly and make the corrections shown by the proofreading marks.

San Diego in the Fall

San diego is a great city to visit any time of the yeer. My family chose fall and was not disappointed. The weather was bright and cleer in october. If you go, have no feer of Public transportation. We rode all over the city for $3 a pearson per day We took a trolley a bus, and a boat. We had a good driver to stear each one. The sightseeing was purfect. It was the first time i was ever neer an ocean. The trip filled my family with chear. We hope to make a riturn visit there. I am sertain you will want to revisit that city also.

Proofreading Marks

- Make Uppercase
- Make Lowercase
- Add
- Delete
- Add a Period
- Indent

Informative/Explanatory Writing

Write a Travel Report

Write a travel report about a place you would like to visit. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Write a topic sentence that includes the name of the place you chose. Then write at least three supporting sentences with facts and details that explain your choice of destination. Finally, write a conclusion.
- Use correct capitalization, punctuation, grammar, and spelling.
- Use the **Spelling Dictionary** in this book or an online dictionary to check your spelling.

Transfer

Think of one word that has the /**ir**/ sound and three words that each have a different spelling of the /**ûr**/ sound. Write the words in your Spelling Journal and circle the letters that make the /**ir**/ or /**ûr**/sound.

Extend & Transfer

Word Study

curl	return	clear	burst	circulate
dirt	tear	steer	rear	deserve
fur	fear	thirst	serve	terse
heard	cheer	perfect	herd	burden
herself	firm	term	appear	skirted
near	year	turkey	burnt	reindeer
certain	person	ear	career	earrings

Add Suffixes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Double Consonants

7. _____
8. _____

Meaning Mastery

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

Add Suffixes

The adverb suffix **-ly** means "like." Write the spelling words that are base words for these words.

1. thirstily
2. firmly
3. tearfully
4. tersely
5. certainly
6. fearlessly

Double Consonants

7–8. Write the words with double consonants. Draw a line between the syllables.

Meaning Mastery

9–10. Write the pair of words that are homophones.

11–12. Write the words that are related to **service** and **terminate**.

Complete these idioms and phrases with spelling words.

13–14. If you _____ _____ of something, you avoid it.

15. If you correct someone's innocent belief, you _____ *his or her bubble*.

16. When you *talk* _____, you are being open and frank.

17. When you *keep your* _____ *to the ground*, you are trying to stay informed about something.

18. If you are *bringing up the* _____, you are the last one in line.

Social Studies

Word Hunt

Read the paragraphs below. Look for words with the /**ir**/ or /**ur**/ sound.

In the year 1782, the bald eagle was chosen to appear on the Great Seal of the United States. But Benjamin Franklin disagreed. He was certain that the turkey would be perfect to serve as our national symbol. He called it a brave bird that would not fear to attack a British soldier.

Franklin was clear that the bald eagle did not deserve to be our national symbol. He argued that the bald eagle was not a hero like those who fought for our freedom. Franklin said that the bald eagle was even frightened of a tiny sparrow.

Franklin was firm in his opinion. But this was one of the few times in Franklin's long career that he was heard but did not win out.

Our national symbol stands for our country. Would you cheer for the turkey or the bald eagle? The eagle roams free. The turkey lives in a barnyard. The eagle soars high over mountains. A wild turkey can fly, but not very far. I revere Benjamin Franklin for his service to America, but I have to disagree with him. I choose the bald eagle. What about you?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

WORD SORT

1–5. Write the two-syllable words that contain the /**ur**/ sound in the first or second syllable. Circle the letters that spell the sound.

6–9. Write the two-syllable words that contain the /**ir**/ sound. Circle the letter(s) that spell the sound.

Unit 12 Assess for Transfer

Unit 7

1. _____
2. _____
3. _____
4. _____

Unit 8

5. _____
6. _____
7. _____
8. _____

Unit 9

9. _____
10. _____
11. _____
12. _____

Unit 10

13. _____
14. _____
15. _____
16. _____

Unit 11

17. _____
18. _____
19. _____
20. _____

Units 7–11

Assessment

Each word in the box fits one of the spelling patterns and rules you have studied over the past five weeks. Read the unit descriptions. Then write each assessment word under the unit number it fits.

Unit 7

1–4. The **long o** sound can be spelled in different ways: **o** as in **pony, oa** as in **goal, ow** as in **glow,** and **o-consonant digraph-e** as in **clothes**.

Unit 8

5–8. The vowel sound you hear in **true** and the vowel sound you hear in **few** can be spelled in many different ways. When /o͞o/ is spelled **ew** or **oo,** it is sometimes called an abstract vowel.

Unit 9

9–12. The /**oi**/ sound can be spelled **oi** as in **coil** or **oy** as in **joy**. The /**ou**/ sound can be spelled **ou** as in **mouth** or **ow** as in **plow**.

Unit 10

13–16. The **r-controlled vowel** sound you hear in **sport** (/**ôr**/) is spelled **or**. The vowel sound you hear in **haul** (/**ô**/) can be spelled in different ways: **au** as in **haul, augh** as in **caught,** and **ough** as in **ought**.

Unit 11

17–20. The **r-controlled vowel** sound you hear in **near** (/**îr**/) can be spelled **ear** as in **near** and **eer** as in **cheer**. The **r-controlled vowel** sound you hear in **firm** (/**ûr**/) can be spelled **ir** as in **firm, er** as in **herd,** or **ur** as in **burst**.

Words for Assessment

- clothing
- value
- whom
- pointed
- conserve
- thrown
- vault
- beard
- oyster
- gear
- haunt
- blouse
- ruin
- mown
- moan
- inform
- tune
- growl
- scorn
- fern

Review

Unit 12

Unit 7: Long o: o, oa, ow

clothes	hello	moment	pillow	coast
grown	also	poem	obey	shown

Write the spelling word that completes each sentence.

1. Hang your _____ in the closet.
2. Here is another _____ for your bed.
3. I'll be right there in a _____.
4. Say _____ to your aunt for me.
5. The lighthouse is on the _____.
6. I cannot teach that dog to _____ commands.
7. When Joan is fully _____, she will be very tall.
8. Joe will be very tall, _____.
9. A spring day makes me want to write a _____.
10. He has to be _____ how to do that problem.

Unit 8: Vowel Sounds: /yo͞o/, /o͞o/

few	lose	used	whose	music
true	fruit	human	tube	rule

Write the spelling word that fits each blank.

11–12. Is it _____ that there are just a _____ seats left?
13. Apples, bananas, and oranges are _____.
14. Who left the top off the _____ of toothpaste?
15. It's a club_____ that no food is allowed inside.
16. Do you know _____ books were left outside?
17. I'll be in trouble if I _____ my homework.
18. You can get a good price on a _____ bike.
19. All people are _____ beings.
20. We sang three songs in _____ class.

Unit 7

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Unit 8

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Unit 12

Review

Unit 9: Diphthongs: /oi/, /ou/

amount	**choice**	**flower**	**moist**	**however**
joy	**mouth**	**power**	**vowel**	**crowd**

Write the spelling word that fits each meaning.

1. slightly damp
2. many people
3. not a consonant
4. strength or force
5. quantity or sum
6. where your teeth are
7. the opposite of sorrow
8. a selection
9. a bloom or blossom
10. anyway

Unit 10: Vowel Sounds: /ôr/, /ô/

because	**brought**	**caught**	**thought**	**sort**
forest	**record**	**bought**	**report**	**nor**

Find each misspelled word. Write the word correctly.

11. Neither my sister nur I will be able to go to the play.
12. The weather repoort promises a fine day.
13. I brawght the book with me.
14. Mom caut five trout.
15. Please sourt the clean socks.
16. I'll be late becauze our car has a flat tire.
17. I really thout that was the right answer.
18. The teacher will recored our lesl grades.
19. There are tall pines in that fourist.
20. We bawte new tires for our car.

Unit 9

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Unit 10

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Unit 11: r-Controlled Vowels: /ir/, /ur/

certain	return	tear	year	cheer
person	firm	near	fear	clear

Write the spelling word that has the opposite meaning.

1. go
2. uncertain
3. far
4. soft
5. foggy
6. sadness

Write the spelling word for each meaning.

7. to be afraid
8. water in the eye
9. a human being
10. twelve months

Spelling Study Strategy

Sorting by Spelling Pattern

One good way to practice spelling is to place words into groups according to a spelling pattern. Here is a way to practice some of the words you studied in the past few weeks.

Write each of the spelling patterns for Units 7 through 11 at the top of its own long strip of paper. For example, for Unit 7 you will need four strips of paper: **long o spelled o; long o spelled oa; long o spelled ow;** and **long o spelled o-consonant digraph-e**.

Then sort your spelling words and write each one in the column for that spelling pattern. Try to add other words that fit the pattern, too.

Unit 11

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Standardized Test Practice

Directions: Read each item carefully. Select the best answer and fill in the circle on your answer sheet.

1. Read the following sentence.

> Please try to arrive at the show before the croud gets there; I want to get a choice seat so I can enjoy every moment.

What change should be made to this sentence?

A. change **croud** to **crowd**
B. change **choice** to **choyce**
C. change **enjoy** to **enjoi**
D. change **moment** to **mowment**

2. Read the following sentence.

> Gina had grown up on the coast, so she was amazed to see the amount of fourest.

Which word in the sentence is spelled INCORRECTLY?

A. grown
B. coast
C. amount
D. fourest

3. Read the following sentence.

> The flower is in that thin tube of water so that it will stay moyst on your clothes.

What change should be made to this sentence?

A. change **flower** to **flour**
B. change **tube** to **toob**
C. change **moyst** to **moist**
D. change **clothes** to **clowthes**

4. Read the following sentence.

> Do you think that the account of the weather on the radio is correct?

Which word could be used to replace **account**?

A. report
B. record
C. return
D. rule

5. Read the following sentence.

> He is the purson whose music inspired my poem.

What change should be made to this sentence?

A. change **purson** to **person**
B. change **whose** to **woose**
C. change **music** to **moosic**
D. change **poem** to **pom**

6. Read the following sentence.

> I tried to enjoy the moosic, but I had grown too tired.

Which word in the sentence is spelled INCORRECTLY?

A. enjoy
B. moosic
C. grown
D. tired

7. Read the following sentences.

> I have no choice but to obay that rule. However, I think it is silly to have to stand in two lines to pay for one thing.

What change should be made to these sentences?

A. change **choice** to **choyce**
B. change **obay** to **obey**
C. change **rule** to **rool**
D. change **However** to **Houwever**

GO ON

8. Read the following list of alphabetized words.

record
report
rule
shown

The word **return** should follow the word

A. record
B. report
C. rule
D. shown

9. Read the following sentence.

My sister can't eat certain kinds of fruit; they make her mowth itch and her eyes tear.

What change should be made to this sentence?

A. change **certain** to **curtain**
B. change **fruit** to **froot**
C. change **mowth** to **mouth**
D. change **tear** to **teer**

10. Read the following sentence.

I didn't sleep a wink last night because I am not used to such a ferm pillow.

Which word in the sentence is spelled INCORRECTLY?

A. because
B. used
C. ferm
D. pillow

11. Read the following sentence.

I sort words according to how they sound; *year, near,* and *cleer* all sound the same to me.

What change should be made to this sentence?

A. change **sort** to **sourt**
B. change **year** to **yeer**
C. change **near** to **neer**
D. change **cleer** to **clear**

12. Read the following sentences.

The trees in the forrest are moist because it rained last night. I got stuck in the rain.

Which word in the sentences is spelled INCORRECTLY?

A. forrest
B. moist
C. because
D. stuck

13. Read the following sentences.

I had to be shown how to put my clothes into the washing machine with the right amount of soap! I'm not yused to doing laundry.

What change should be made to these sentences?

A. change **shown** to **shone**
B. change **clothes** to **clouthes**
C. change **amount** to **amownt**
D. change **yused** to **used**

14. Read the following sentence.

Through history, there are few people who wisely used the power to roole.

What change should be made to this sentence?

A. change **few** to **fyoo**
B. change **used** to **yused**
C. change **power** to **pouwer**
D. change **roole** to **rule**

15. Read the following sentence.

I enjoi music shows on television, but my parents like the nightly news report.

Which word in the sentence is spelled INCORRECTLY?

A. television
B. enjoi
C. music
D. report

STOP

Writer's Workshop

Enrichment

Grammar, Usage, and Mechanics

Common and Proper Nouns

A **common noun** names any person, place, or thing.

- That **student** goes to my **school**.
- The **building** is in a **city**.

A **proper noun** names a particular person, place, or thing. A proper noun begins with a capital letter.

- **Carl Hansen** goes to **Roosevelt School**.
- **Reunion Tower** is a landmark in **Dallas, Texas**.

Practice Activity A

1. _____
2. _____
3. _____
4. _____
5. _____

Practice Activity B

6. _____
7. _____
8. _____
9. _____
10. _____

Practice Activity

A. What kind of noun is underlined in each sentence? Write **common** or **proper**.

1. My friend Alice will bring oranges.
2. Is one horse Black Beauty?
3. My family moved here from Florida.
4. The store is somewhere on State Street.
5. Our principal is Ms. Everson.

B. Write a proper noun that could replace each underlined common noun in these sentences. Be sure to begin your proper noun with a capital letter.

6. She lives across the street.
7. I always enjoy visiting the city.
8. We saw the memorial on our visit to Washington, D.C.
9. There is no school on a holiday.
10. We bought a recording of my favorite singing group.

The Writing Process: Informative/Explanatory

Writing an Essay

PREWRITING

There are four seasons in a year: spring, summer, fall, and winter. Depending on where you live, each season is different. During the winter, some people can build a snowman while others can go swimming in the ocean! What is your favorite season? Think about the things you see, hear, smell, taste, and feel during that season. Write an outline that includes a topic sentence, your supporting details, and a concluding statement.

DRAFTING

Use your outline to write an informative/explanatory essay. Try to use vivid words that really describe the season for your reader. Use as many spelling words as possible. If you don't know how to spell a word, make your best guess. You will be able to revise your essay later.

REVISING

When you have finished your first draft, read your essay from beginning to end. Check to see if you have included all of the points in your outline. Did you achieve your purpose for writing? Does each sentence support the topic? Now use a word processor to type your final draft.

EDITING

Use the **Editing Checklist** to proofread your essay. Be sure to use proofreading marks when you make corrections. Read your essay again. Find three words you are not sure how to spell. Use the spell-check feature of the word processor to check the spelling.

PUBLISHING

Make a copy of your essay. Include a drawing of the season and share it with your readers.

EDITING CHECKLIST

Spelling

- ✓ Circle words that contain the spelling patterns and rules learned in Units 7–11.
- ✓ Check the circled words in your **Spelling Dictionary.**
- ✓ Check for other spelling errors.

Capital Letters

- ✓ Capitalize important words in the title.
- ✓ Capitalize the first word in each sentence.
- ✓ Capitalize proper nouns.

Punctuation

- ✓ End each sentence with the correct punctuation.
- ✓ Use commas, apostrophes, and quotation marks correctly.

Grammar, Usage, and Mechanics

- ✓ Use common nouns to name any people, places, or things.
- ✓ Use proper nouns to name particular people, places, or things.

Unit 13 r-Controlled Vowels: /är/, /ar/

Connections to THINKING

Read the spelling words and sentences.

1. share	*share*	I will do my **share** of the work.
2. cart	*cart*	The horse pulled a heavy **cart**.
3. beware	*beware*	We must **beware** of poison ivy.
4. march	*march*	Drummers will **march** in the parade.
5. rare	*rare*	A cold day in July is **rare**.
6. army	*army*	The **army** set up camp near here.
7. charge	*charge*	Put the **charge** on my bill.
8. stare	*stare*	We tried not to **stare** at the movie stars.
9. market	*market*	We bought food at the **market**.
10. compare	*compare*	Do not **compare** apples and oranges.
11. mark	*mark*	Please **mark** that date on your calendar.
12. alarm	*alarm*	That noise will **alarm** the baby.
13. parent	*parent*	Take this note to your **parent**.
14. chart	*chart*	Did you **chart** your progress?
15. spare	*spare*	Can you **spare** a pencil for me?
16. smart	*smart*	You made a **smart** play today.
17. charm	*charm*	The dancers have grace and **charm**.
18. scare	*scare*	The dark does not **scare** me.
19. apart	*apart*	He took the alarm clock **apart**.
20. spark	*spark*	Strike a **spark** to start a fire.

Think & Sort the spelling words.

1–12. Write the words with the /är/ sound spelled **ar**.

13–20. Write the words with the /âr/ sound spelled **are**.

Remember

The **r-controlled vowel** sound you hear in **cart** (/är/) is spelled **ar**.
The **r-controlled vowel** sound you hear in **spare** (/âr/) is spelled **are**.

Spelling Tutor

/är/ spelled ar

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

/âr/ spelled are

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to VOCABULARY

Unit 13

Word Meanings

Write the spelling word that most closely matches each definition. Use the **Spelling Dictionary** to check your answers.

1. to examine two things for similarities and differences
2. a father or mother
3. to be careful of; to guard against
4. extra; more than is needed
5. a tiny piece of fire
6. intelligent
7. to frighten or terrify

Word Clues

Write a spelling word for each clue.

8. a synonym of **uncommon**
9. a homophone of **stair**
10. an antonym of **hoard**
11. begins with a vowel and rhymes with **harm**
12. ends with a **long e** sound
13. found in the word **apartment**

Use the Dictionary

Write each group of spelling words in alphabetical order.

14–16. mark, march, market

17–20. cart, chart, charm, charge

Dictionary Check Be sure to check the alphabetical order of the words in your **Spelling Dictionary**.

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Word Clues

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Use the Dictionary

14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to READING

share	cart	beware	march	rare
army	charge	stare	market	compare
mark	alarm	parent	chart	spare
smart	charm	scare	apart	spark

Complete the Facts

Statements that can be checked and proven are facts. Write the spelling word that completes each fact.

1. A _____ is used to record a patient's progress over time.
2. The navy, marines, coast guard, and _____ are branches of our armed services.
3. You can make a _____ by striking flint on steel.
4. A _____ may have two or four wheels.
5. We can buy many different items in a _____.
6. Bands often _____ onto football fields.
7. A smoke _____ in the house can warn us of fires.
8. Wolves are _____ in most of our states.

Complete the Opinions

Statements that cannot be proven are opinions. Write the spelling word that completes each opinion and includes the word in parentheses.

9. Every adult wants to be a _____. (rent)
10. It is simple to take _____ all machines. (art)
11. We should _____ of making too many friends. (war)
12. Playing video games is a _____ way to pass time. (mar)
13. I should be in _____ of this club. (char)
14. The most important quality a person can possess is _____. (arm)
15. It is easy to _____ brands of canned goods. (are)

Rhyming Words

Complete the pattern to write the spelling word that rhymes.

16. **care** rhymes with **st** _____
17. **park** rhymes with **m** _____
18. **dare** rhymes with **sh** _____
19. **bare** rhymes with **sc** _____
20. **ware** rhymes with **sp** _____

Complete the Facts

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Complete the Opinions

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Rhyming Words

16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Unit 13

Proofread a Thank-You Note

Proofread the thank-you note below for ten misspelled words. Then rewrite the note. Write the spelling words correctly and make the corrections shown by the proofreading marks.

April 19, 2012

Dear Aunt Sue and uncle Bob,

¶This is just a short note to thank you for my presents and for taking charg of my Birthday party. I know you didn't mean to alarrm or scarre me when you yelled "Surprise." It was nice of you to shair your home with an armey of my pals It was smert to tell me I was coming to help clean out your spair room. I was was shocked to compair the fun with the expected work, and that was part of the chaerm. It was a rair treat that I will never forget.

Love,

bruce

Proofreading Marks

- ≡ Make Uppercase
- / Make Lowercase
- ^ Add
- ℓ Delete
- ⊙ Add a Period
- ¶ Indent

Informative/Explanatory Writing

Write a Thank-You Note

Write or type a thank-you note to someone for a gift or a favor. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Tell what the gift or favor was. Tell what you liked best about it and what you most appreciate about the person who gave you the gift or did you the favor.
- Use correct capitalization, punctuation, grammar, and spelling.
- Use the **Spelling Dictionary** in this book or an online dictionary to check your spelling.

Transfer

Think of two two-syllable words that spell the /**är**/ sound **ar** and two two-syllable words that spell the /**âr**/ sound **are**. Write the words in your Spelling Journal and circle the letters that spell that sound.

Extend & Transfer

Word Study

bare	army	apart	spare	declare
fare	market	cart	smart	pardon
hare	compare	march	charm	arch
large	mark	rare	spark	harness
partly	parent	charge	argue	tardy
share	chart	stare	aware	glare
beware	scare	alarm	carpet	snare

Plurals

1. _____
2. _____
3. _____
4. _____
5. _____

Suffixes, Root Words, and Homophones A

6. _____
7. _____
8. _____
9. _____
10. _____

Suffixes, Root Words, and Homophones B

11. _____
12. _____

Suffixes, Root Words, and Homophones C

13. _____
14. _____
15. _____
16. _____
17. _____

Plurals

1–2. Write the spelling words that form the plural by changing **y** to **i** and adding **-es**.

3–5. Write the spelling words that form the plural by adding **-es** to the base word.

Suffixes, Root Words, and Homophones

A. The adjective suffix **-able** means "capable of being." Write the spelling word that is the base word for each word below. Circle the words that dropped the **final e** when adding the suffix.

6. arguable
7. marketable
8. comparable
9. chartable
10. declarable

B. 11–12. The root word **part** means "section." Write the spelling words that contain this root word.

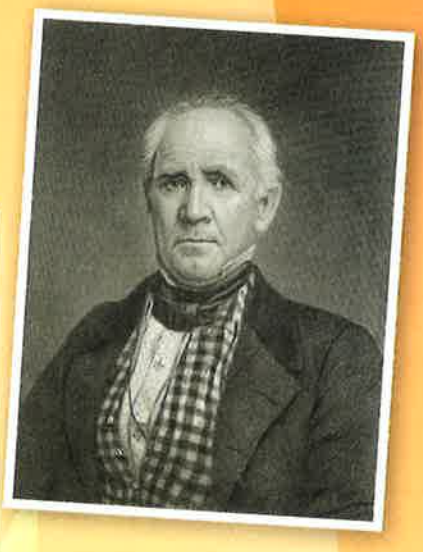
C. Write the spelling word that is a homophone for each word below.

13. fair
14. bear
15. carte
16. hair
17. stair

Social Studies

Word Hunt

Read the paragraphs below. Look for words with the /**är**/ and /**âr**/ pattern.



Great leaders stand up for what they think is right, even when it's hard. Sam Houston was that kind of leader.

Houston moved to Texas in 1835, when Texas was still part of Mexico. As commander of the Texas troops, Houston led a march against Mexico. He helped Texas win independence and was elected the first president of the Republic of Texas.

Later Texas became part of the United States. Houston was elected senator and then governor. The city of Houston was named for him.

But Sam Houston had a big argument with the people of Texas. They wanted to break apart from the United States. When the Civil War started, Texans decided to join the South. Houston disagreed. He said he cared too much about Texas to bring warfare upon the state. This stand was the spark that made Texans choose a new governor.

Houston risked his career for his state's welfare, but Texans still loved him. They kept the name of the city named after him. Houston is the largest city in the state. That seems right, because Sam Houston made his mark as one of the state's largest heroes.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

1–2. Write the two-syllable words that contain the /**âr**/ sound. Draw a line between the syllables.

3–5. Write the two-syllable words that contain the /**är**/ sound. Draw a line between the syllables.

6–10. Write the one-syllable words that contain the /**är**/ sound.

Unit 14 More Letters Than Sounds

Connections to THINKING

Read the spelling words and sentences.

1. meant	*meant*	I **meant** to return the library book.
2. build	*build*	Shall we **build** a tree house?
3. flood	*flood*	The **flood** was caused by heavy rain.
4. laugh	*laugh*	I had to **laugh** at your funny story.
5. breakfast	*breakfast*	I like **breakfast** better than lunch.
6. enough	*enough*	One ball game a day is **enough** for me.
7. sweater	*sweater*	Wear a **sweater** when it is cool.
8. rough	*rough*	Sandpaper is **rough**, not smooth.
9. bread	*bread*	Do you want **bread** or crackers?
10. touch	*touch*	Silk feels soft when you **touch** it.
11. spread	*spread*	The young bird **spread** its wings.
12. tough	*tough*	Old corn can be **tough** and chewy.
13. already	*already*	The sun has **already** risen.
14. built	*built*	My grandparents **built** a log cabin.
15. ready	*ready*	I am **ready** to go to bed.
16. death	*death*	That is not a life or **death** matter.
17. young	*young*	Both **young** and old enjoyed the show.
18. instead	*instead*	Amy played the part **instead** of Sue.
19. heavy	*heavy*	Can you carry that **heavy** bundle?
20. ahead	*ahead*	I will go **ahead** and meet you there.

Think & Sort the spelling words.

1. Write the word with the **short a** sound.

2–12. Write the words with the **short e** sound.

13–14. Write the words with the **short i** sound.

15–20. Write the words with the **short u** sound.

short a sound

1. _____

short e sound

2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

short i sound

13. _____
14. _____

short u sound

15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Remember

Some words have more vowel letters than vowel sounds.

Spelling Tutor

Connections to VOCABULARY

Unit 14

Word Meanings

Write a spelling word that has the same meaning as each definition.

1. the first meal of the day
2. by this time; before
3. in place of
4. a knitted garment worn on the upper part of the body

Word Structure

Change one letter at the beginning of each word to write a spelling word.

5. dread
6. guild
7. blood
8. quilt

Add one letter at the end of each word to write a spelling word.

9. mean
10. read

Antonyms

Write the spelling word that is an antonym of each word.

11. cry
12. smooth
13. tender
14. life
15. light
16. gather

Use the Thesaurus

Write a spelling word to complete each synonym set.

17. adequate, ample, sufficient, _____
18. feel, handle, stroke, _____
19. before, forward, _____
20. juvenile, youthful, _____

Thesaurus Check Be sure to check the synonyms in your **Writing Thesaurus**.

Word Meanings

1. _____
2. _____
3. _____
4. _____

Word Structure

5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Antonyms

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Use the Thesaurus

17. _____
18. _____
19. _____
20. _____

Connections to READING

meant	build	flood	laugh	breakfast
enough	sweater	rough	bread	touch
spread	tough	already	built	ready
death	young	instead	heavy	ahead

Replace the Synonyms

Replace the underlined adjective in each sentence with a spelling word.

1. Please help me lift this <u>weighty</u> box.
2. The tire went flat on the <u>bumpy</u> road.
3. That <u>youthful</u> student enjoys writing about animals.
4. Be <u>prepared</u> to leave for the zoo at noon.

Complete the Idioms

An **idiom** is a saying that doesn't mean exactly what the words in it say. Read the meaning of each idiom. Then write the spelling word that completes it.

5. A _____ nut to crack. (a difficult problem)
6. A good _____. (a funny joke)
7. A soft _____. (easy)
8. I've had this old red coat since before the _____. (very old)

Use Context Clues

Write the spelling word to complete each sentence.

9. To make toast, you start with a slice of _____.
10. Katrina doesn't have _____ orange paint to finish the job.
11. Mandy Lee can _____ a tree house in the backyard.
12. Every news station reported the _____ of the famous author.
13. We can _____ this tablecloth on the ground for our picnic.
14. Did you know what that word _____?
15. Our school was _____ more than fifty years ago.
16. Let's read a book _____ of watching television.
17. Alex has _____ finished his homework.
18. We will go on _____ if they are late.
19. We had scrambled eggs for _____.
20. This heavy _____ is so warm, you won't feel the cold.

Replace the Synonyms

1. _____
2. _____
3. _____
4. _____

Complete the Idioms

5. _____
6. _____
7. _____
8. _____

Use Context Clues

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Unit 14

Proofread a Book Review

Proofread the book review below for ten misspelled words. Then rewrite the review. Write the spelling words correctly and make the corrections shown by the proofreading marks.

Bobby Baseball

by Robert Kimmel Smith

Bobby Ellis is a yung boy who loves baseball. He knows alredy that he wants to be a pitcher, but his father, the coach, thinks he was ment to play second base insted. bobby has a tuff choice to make. Will he be reddy to go ahed with his plans? Will Bobby be able to laff off his father's interference, or will it be the deth of his dream? Read to find out. The author adds enugh detail to hold any reader's interest.

Proofreading Marks

- Make Uppercase
- Make Lowercase
- Add
- Delete
- Add a Period
- Indent

Opinion Writing

Write a Book Review

Write a book review about a book you have read. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Include the title of the book and the name of the author. Tell what the story is about and what problem the main character has. Tell whether or not you would recommend the book to another reader. Be sure to use information from the book to support your recommendation.
- Use correct capitalization, punctuation, grammar, and spelling.
- Read your writing. Circle three words that may be misspelled. Use a print dictionary to check the spelling.

Transfer

Think of four words about baseball that use more letters than sounds to spell the **short a, short e, short i,** and **short u** sounds. Write the words in your Spelling Journal. Circle the letters that spell each sound, and write the name of the sound below each word.

Extend & Transfer

Word Study

head	breakfast	instead	tough	subhead
said	enough	flood	death	sweatshirt
friend	touch	laugh	heavy	wealth
read	already	sweater	ahead	threat
dead	built	rough	plaid	pheasant
meant	ready	bread	pleasant	biscuit
build	young	spread	pleasure	

Pattern Power

A. Use words from the spelling list above to complete these exercises.

1–9. Write the rhyming words that contain the **short e** sound. Circle the letters that spell that sound.

10–12. Write the rhyming words that contain the **short u** sound. Circle the letters that spell that sound.

B. Write the spelling words you can make from these words. (Hint: Look for the **ea** spelling pattern in these spelling words.)

13. fat breaks **14.** waters this **15.** pasta hen

Base Words

Write the spelling word that is a base word for each of these words. Circle the word whose base word changed spelling when the ending was added.

16. retouched **17.** heavier **18.** flooded

Meaning Mastery

19. Write the word that is the past tense of **build**.

20. Write the word that means "a knit jacket."

Pattern Power A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Pattern Power B

13. _____
14. _____
15. _____

Base Words

16. _____
17. _____
18. _____

Meaning Mastery

19. _____
20. _____

Math

Word Hunt

Read the paragraphs below and look for words that use two letters to spell the **short a, short e, short i,** or **short u** vowel sound.

Aunt Sofia taught me how to knit a scarf. I just knitted until I decided it was long enough, and then I stopped. Cousin Josie adored my scarf, so I decided to knit her a surprise birthday sweater.

I kept my idea a secret. I felt a little guilty about not telling Aunt Sofia, but I was afraid she'd let it slip and spoil my surprise.

I bought some nice pink wool, but I didn't buy a pattern. Instead, I decided to use my own plan. That's where I went wrong.

My plan turned out badly. When I sewed the sweater together, the front and back didn't match and neither did the sleeves.

I showed it to Aunt Sofia, who took a deep breath and said, "Maria, you didn't measure, did you?"

"We measure in math class," I said. "I wasn't doing math; I was knitting."

"Math and knitting go together," Aunt Sofia explained.

"Will Cousin Josie laugh at this sweater?" I asked, in tears.

"Cousin Josie will treasure it. It's the thought that counts," Aunt Sofia said.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

1. Write the two-syllable word that contains the **short i** sound spelled **ui**. Draw a line between the syllables.

2–3. Write the words that contain the **short a** sound spelled **au**.

4–8. Write the words that contain the **short e** sound spelled **ea**.

9–10. Write the two-syllable words that contain the **short u** sound spelled **ou**. Draw a line between the syllables.

Unit 15 Silent Consonants, Complex Consonants

Connections to THINKING

Read the spelling words and sentences.

1. often	*often*	We **often** call our grandparents.
2. knot	*knot*	I have a **knot** in my shoelace.
3. wring	*wring*	We **wring** the water from our wet socks.
4. island	*island*	You can reach the **island** by ferry.
5. lamb	*lamb*	A **lamb** is a young sheep.
6. answer	*answer*	Please **answer** the question.
7. knee	*knee*	He hurt his **knee** climbing a cliff.
8. written	*written*	They have **written** many letters.
9. though	*though*	He could read, **though** he was not six.
10. knock	*knock*	You should **knock** before entering.
11. echo	*echo*	Call and you will hear an **echo**.
12. known	*known*	Her address is not **known**.
13. comb	*comb*	Wait until I **comb** my hair.
14. wrong	*wrong*	No question that you ask is **wrong**.
15. limb	*limb*	The bird sat on the **limb** of the tree.
16. knife	*knife*	On the table were a **knife** and fork.
17. listen	*listen*	You must **listen** to each question.
18. honest	*honest*	Please give me an **honest** answer.
19. doubt	*doubt*	I do not **doubt** your story.
20. calm	*calm*	The sea was **calm** after the storm.

Think & Sort the spelling words.

1–9. Write the words in which the first letter is a silent consonant.

10–13. Write the words in which the last letter is a silent consonant.

14–16. Write the words in which the next to last letter is a silent consonant.

17–20. Write the words in which the silent consonant is in the middle of the word.

Remember

Some words are spelled with silent consonants: **k** in **knot** and **s** in **island**. Patterns such as **wr** and **kn** are sometimes called **complex consonants**.

Spelling Tutor

first letter = silent consonant

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

last letter = silent consonant

10. _____
11. _____
12. _____
13. _____

next to last letter = silent consonant

14. _____
15. _____
16. _____

silent consonant in middle of word

17. _____
18. _____
19. _____
20. _____

Connections to VOCABULARY

Unit 15

Word Meanings

Write a spelling word for each definition.

1. frequently
2. quiet; peaceful
3. a young sheep
4. to be unsure
5. a reply to a question
6. a large branch of a tree
7. to send back a sound
8. a tool with teeth; used to arrange hair

Silent Consonants

Write the spelling words that have the same silent consonant patterns as the words below.

9. aisle
10. honor
11. hasten

12–16. know

17–19. write

Use the Dictionary

A conjunction can join two sentences or two parts of one sentence. Look up the following words in your **Spelling Dictionary**. Write the word that can be used as a conjunction.

20. often, honest, though, echo

Dictionary Check Be sure to check your answer in your **Spelling Dictionary**.

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Silent Consonants

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

Use the Dictionary

20. _____

Connections to READING

often	knot	wring	island	lamb
answer	knee	written	though	knock
echo	known	comb	wrong	limb
knife	listen	honest	doubt	calm

Make Inferences

Write a spelling word for each clue.

1. I can make your shoelaces hard to untie.
2. I am your voice sent back to you.
3. I can mean "to search carefully."
4. I rhyme with **low** and can be a conjunction.
5. I am surrounded by water.
6. I am an arm, a leg, a flipper, or a wing.
7. I am something you do on a door.
8. I am a form of the word **know**.
9. I am a form of the word **write**.

Complete the Analogies

Write the missing spelling word to complete each analogy.

10. **Cow** is to **calf** as **sheep** is to _____.
11. **Loaves** is to **loaf** as **knives** is to _____.
12. **Arm** is to **elbow** as **leg** is to _____.
13. **Not** is to **knot** as **ring** is to _____.
14. **See** is to **watch** as **hear** is to _____.

Use Antonyms

Write the spelling word that is an antonym for each underlined word or phrase.

15. Are you sure this answer is <u>correct</u>?
16. An <u>untruthful</u> person will have many friends.
17. I <u>am sure</u> that Katera will come with us.
18. Please write the <u>question</u> on the board.
19. The sea was <u>rough</u> after the storm.
20. We <u>rarely</u> go shopping in the city.

Make Inferences

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Complete the Analogies

10. _____
11. _____
12. _____
13. _____
14. _____

Use Antonyms

15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Proofread a Letter of Complaint

Proofread the letter of complaint below for ten misspelled words. Then rewrite the letter. Write the spelling words correctly and make the corrections shown by the proofreading marks.

September 10, 2012

Dear Sir or Madam:

¶I was billed the rong amount for a pair of pants⊙ your good Reputation is well knoan, so I am sure this was an honist mistake. I do not dout that you will correct the error. I've ofen heard that you take time to lissen to those who shop at your store. The price of the pants was $23.42, tho I was charged $32.42. They were marked down because of a hole in the knea. I would appreciate a writen anser to this letter.

Sincerely,

Thomas r. Whitman

Proofreading Marks

≡	Make Uppercase
/	Make Lowercase
^	Add
⌒	Delete
⊙	Add a Period
¶	Indent

Opinion Writing

Write a Letter

Use the writing process to write a letter of complaint about a real or imaginary problem you have had with a store or company. Use as many spelling words as you can.

- Use language that the person you are writing to will understand.
- Explain what the problem is and tell how you would like it solved.
- Include the date, a greeting, a closing, and your signature.
- Use correct capitalization, punctuation, and grammar.
- Read your writing. Circle three words that may be misspelled. Use an electronic resource to check the spelling.

Transfer

Think of two words that have a silent letter at the beginning and two words that have a silent letter at the end. Write the words in your Spelling Journal and circle the letters that are silent.

Extend & Transfer

Word Study

half	answer	calm	comb	knapsack
hourly	knee	knot	limb	thorough
knew	though	wring	knife	gnaw
knight	known	lamb	doubt	gnat
wrap	wrong	written	beret	wretched
often	listen	knock	design	prompt
island	honest	echo	frighten	knuckle

Pattern Power

Use words from the spelling list above to complete these exercises.

1–9. Write the words that contain silent **k**.
10–13. Write the words that contain silent **b**.
14. Write the word that contains silent **s**.
15–16. Write the words that contain silent **t**.

Base Words

Write the spelling word that is a base word for each of these words.

17. echoed **18.** wringer **19.** calmly

Word History

20. In Old English, **comb** ended with a /**b**/ sound, and **knitting** began with a /**k**/ sound. Over time, the **b** and the **k** became silent, but the spellings of these words remained the same. Write the spelling word that once was pronounced /**kuh-ny-cht**/.

Pattern Power

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Base Words

17. _____
18. _____
19. _____

Word History

20. _____

Science

Word Hunt

Read the paragraphs below and look for words that contain silent consonants.

Do you believe there's a monkey that's the size of your thumb? It's not a finger puppet. It's a real monkey. Its scientific name is Pygmy Marmoset, and it lives in the South American rainforest.

Most people call this monkey a *thumb monkey.* Truthfully, it's a little bigger than your thumb. Its whole body is about as long as a twelve-inch ruler. It weighs about as much as a cup of sand.

The thumb monkey has a knack for adapting to survive. A tree is its main protection and source of food. Trees provide it with a safe hiding place from enemies because this tiny monkey can climb to a high limb and hide on a palm leaf. For food, it can fasten itself to the side of the tree, gnaw holes in the bark, and suck out the softened sap.

These little monkeys are very social creatures. They live together in groups. A mother thumb monkey has twins about every five months. The daddy and the rest of the group care for the babies, who really are the size of your thumb. Maybe one day you'll see one of these babies, and you can give it the "Thumbs Up" sign!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

1–3. Write the words that have a silent **b** at the end.

4–6. Write the words that have a silent consonant at the beginning. Then circle the silent consonant in each word.

7–10. Write the words that have a silent consonant in the middle. Then circle the silent consonant in each word.

Unit 16 Complex Consonants: qu, squ

Connections to THINKING

Read the spelling words and sentences.

1. quick	*quick*	She is **quick** to learn her lessons.
2. quarter	*quarter*	I ate dinner at **quarter** till seven.
3. squint	*squint*	We had to **squint** in the bright light.
4. quiz	*quiz*	There will be a math **quiz** tomorrow.
5. squeeze	*squeeze*	I **squeeze** oranges for juice.
6. quote	*quote*	We would like to **quote** what you said.
7. quit	*quit*	I **quit** the game when I got tired.
8. squash	*squash*	We grew **squash** in our garden.
9. queen	*queen*	The king and **queen** rode in a carriage.
10. squirm	*squirm*	A worm will **squirm** in your hand.
11. quilt	*quilt*	A heavy **quilt** covered the bed.
12. quart	*quart*	I will buy bread and a **quart** of milk.
13. squeal	*squeal*	Children at play **squeal** with joy.
14. quake	*quake*	My cats **quake** with fear during storms.
15. quill	*quill*	A porcupine's **quill** is sharp.
16. quarrel	*quarrel*	A **quarrel** among friends is not serious.
17. square	*square*	A **square** has four sides.
18. quite	*quite*	It is not **quite** seven o'clock.
19. question	*question*	That **question** is easy to answer.
20. quiet	*quiet*	Thank you for being **quiet** while I study.

Think & Sort the spelling words.

1–14. Write the words that begin with **qu**.

15–20. Write the words that begin with **squ**.

Remember

The /**kw**/ sound is spelled **qu: quiz, squint**.

Spelling Tutor

qu	squ
1.	15.
2.	16.
3.	17.
4.	18.
5.	19.
6.	20.
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	

Connections to VOCABULARY

Unit 16

Word Meanings

Write a spelling word that has the same meaning as each definition. Circle the word with double consonants in the middle.

1. a sentence that asks something
2. an argument
3. to turn and twist the body
4. to look at with partly opened eyes
5. to compress; to press together hard
6. a heavy bed covering

Rhymes

Write a spelling word that rhymes with each of these words.

7. whiz
8. take
9. short
10. pill
11. green
12. tight

Multiple-Meaning Words

Write the multiple-meaning spelling word for each pair of meanings. Use a dictionary to help you.

13. a vegetable; to crush
14. a coin worth twenty-five cents; one fourth of a whole
15. an open four-sided area; a rectangle with four equal sides
16. a high-pitched cry; slang for telling on someone

Use the Thesaurus

Write the spelling word that is a synonym for each of these words.

17. swift
18. recite
19. stop
20. silent

Thesaurus Check Be sure to check the synonyms in your **Writing Thesaurus**.

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Rhymes

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Multiple-Meaning Words

13. _____
14. _____
15. _____
16. _____

Use the Thesaurus

17. _____
18. _____
19. _____
20. _____

Unit 16

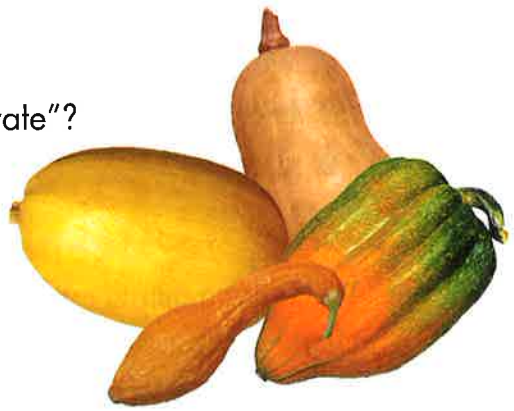
Connections to READING

quick	quarter	squint	quiz	squeeze
quote	quit	squash	queen	squirm
quilt	quart	squeal	quake	quill
quarrel	square	quite	question	quiet

Make Inferences

Write the spelling word that answers each question. Use the definitions in your **Spelling Dictionary** to check your answers.

1. Which word means "to argue or fight"?
2. Which word means "a fourth of something"?
3. Which word refers to an open space surrounded by streets?
4. For what can quotation marks be a clue?
5. What do you answer?
6. What can keep you warm at night?
7. Which word means "to shake or vibrate"?
8. Which word names a vegetable?
9. Which is the wife of a king?
10. Which used to be part of a pen?



Use Context Clues

Write spelling words to complete the story.

Last night it was very **11.** _____ in my house. I was studying for a math **12.** _____. I decided to take a **13.** _____ break for a glass of milk. As I removed the **14.** _____ of milk from the refrigerator, I heard a loud **15.** _____ outside. It was so dark, I had to **16.** _____ to see better. As my eyes focused, I saw our smallest piglet trying to **17.** _____ through a hole in the fence. He had gotten caught, so I rescued him. He surely did **18.** _____ around in my arms when I picked him up! He **19.** _____ struggling and ran when I put him down. After being stuck, he seemed **20.** _____ happy to be inside the fence again.

squeal
squint
squeeze
squirm
quite
quart
quick
quiz
quit
quiet

Make Inferences

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Use Context Clues

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Unit 16

Proofread an E-Mail

Proofread the e-mail below for ten misspelled words. Then rewrite the e-mail. Write the spelling words correctly and make the corrections shown by the proofreading marks.

Send | Save as a Draft | Cancel | Attach Files

To: info@communitygarden.org

Subject: **Starting a Community Garden**

I read your website on starting a community garden. We have a sqware block set aside for a garden. we plan to use a qwarter of it as a kids' garden. I questshun whether that is enough land. I also want to ask if if planting sqwash is okay. Your website says vegetables need 6 hours of sunlight a day. We get only 5 sunny hours. Can we squeez in a vegetable with that amount of sun? Thanks for reminding us to keep out of quarells with folks who live near the garden. We will be qwiet and plant only in the Afternoon. That should be qwite enough time for us. Thanks for letting me quis you. We'll send you a qwaurt of strawberries from our first crop.

Proofreading Marks

- Make Uppercase
- Make Lowercase
- Add
- Delete
- Add a Period
- Indent

Informative/Explanatory Writing

Write an E-Mail

Write or type an e-mail to a famous chef about how to make something you'd like to eat. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Begin with the reason you are e-mailing. Use proper Netiquette, such as typing a clear subject line and including a detailed salutation (your full name and e-mail address).
- Use correct capitalization, punctuation, grammar, and spelling.
- Use the spell-check function in your e-mail program or an online dictionary to check your spelling.

Transfer

Think of three words about cooking that have the /**kw**/ sound spelled **qu**. Write the words in your Spelling Journal and circle the letters that spell the /**kw**/ sound.

Extend & Transfer

Word Study

equal	square	squash	aquarium	quiver
quick	quite	squirm	quotient	squid
quarter	question	quart	squirrel	squirt
squeeze	quiet	squeal	quail	
quit	squint	quake	unequal	
queen	quiz	quill	quartz	
quilt	quote	quarrel	quaint	

Pattern Power

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Prefixes and Suffixes

7. _____
8. _____
9. _____
10. _____

Verb Tense Endings

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

Pattern Power

1. Write the word with the /**sh**/ sound spelled **ti**.
2–3. Write the words with **long e** spelled **ee**.
4–5. Write the words with double consonants in the middle of the word. Draw a line between the syllables.
6. Write the word that ends in a double consonant.

Prefixes and Suffixes

7–8. The prefix **un-** means "not" or "opposite of." Write the spelling words that are related to **unequal** and **unquiet**.
9–10. The suffix **-ness** means "quality of." Write the spelling words that are related to **quickness** and **quaintness**.

Verb Tense Endings

The endings **-ed** and **-ing** are added to verbs to form tenses. Write the present tense spelling words for each of these past and past progressive tense verbs. Circle the verbs that change their spelling before adding the **-ed** or **-ing** ending.

11. squinted, was squinting
12. quit or quitted, was quitting
13. squealed, was squealing
14. quoted, was quoting
15. quilted, was quilting
16. squirmed, was squirming
17. quaked, was quaking
18. questioned, was questioning

Art

Word Hunt

Read the paragraphs below. Look for words with the /**kw**/ sound spelled **qu**.

Quilt making has a long history in America. Quilting was early recycling. Throwing out old clothing was considered squandering resources. Colonists used scraps from old clothes to make bed covers. Farmers used quilts to shelter crops from rain or dust storms.

A quilt can be the equivalent of a family album. It might have a square from a baby's blanket sewn beside a scrap of clothing worn by a loved one.

Quilts can tell many stories. Some quilts tell Bible stories, such as the one made by a former slave named Harriet Powers. It is so exquisite that it is displayed in the Smithsonian National Museum of American History.

Quilts made between 1930 and 2000 by African American women of Gee's Bend, Alabama, are treasured. They are praised for their abstract design and artistic quality. Museums show them. Collectors quickly snap them up.

Do you have a quilt on your bed? Does it have pictures of squeaking mice and quacking ducks? Or does it have a design of squares and squiggles? Pull it up under your chin. Shut your eyes. Good night and sweet dreams.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

WORD SORT

1–5. Write the two-syllable words that contain the /**kw**/ sound. Draw a line between the syllables.

6–8. Write the three-syllable words that contain the /**kw**/ sound. Draw a line between the syllables.

9. Write the four-syllable word that contains the /**kw**/ sound. Draw a line between the syllables.

Unit 17 Complex Consonant: Soft g

Connections to THINKING

Read the spelling words and sentences.

1. badge	*badge*	She pinned the **badge** on her uniform.
2. gym	*gym*	In **gym** we climb ropes and play ball.
3. rigid	*rigid*	My teacher avoids **rigid** rules.
4. gem	*gem*	A diamond is a precious **gem**.
5. baggage	*baggage*	He checked his **baggage** at the airport.
6. range	*range*	Their ages **range** from six to ten.
7. dodge	*dodge*	In this game you must **dodge** the ball.
8. package	*package*	The **package** was delivered yesterday.
9. engine	*engine*	Oil keeps an **engine** from overheating.
10. cottage	*cottage*	He built a **cottage** in six months.
11. gigantic	*gigantic*	A **gigantic** wave crashed ashore.
12. edge	*edge*	The **edge** of a ruler is straight.
13. gentle	*gentle*	A calf is **gentle** and friendly.
14. strange	*strange*	That book had a **strange** plot.
15. ridge	*ridge*	Trees grew along the rocky **ridge**.
16. cabbage	*cabbage*	A **cabbage** has a solid, round head.
17. bridge	*bridge*	The **bridge** spanned the stream.
18. hedge	*hedge*	He trimmed the **hedge** to lower it.
19. village	*village*	The band played on the **village** green.
20. judge	*judge*	The **judge** instructed the jury.

Think & Sort the spelling words.

1–7. Write the words with the /j/ sound spelled **dge**.

8–16. Write the words with the /j/ sound spelled **g** followed by **e**.

17. Write the word with the /j/ sound spelled **g** followed by **y**.

18–20. Write the words with the /j/ sound spelled **g** followed by **i**.

/j/ spelled dge

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

/j/ spelled g followed by e

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

/j/ spelled g followed by y

17. _____

/j/ spelled g followed by i

18. _____
19. _____
20. _____

Remember

The /j/ sound can be spelled **g** followed by **e** (**gem**), **g** followed by **y** (**gym**), and **g** followed by **i** (**gigantic**). The /j/ sound can also be spelled **dge** (**edge**). These patterns are sometimes called **complex consonants**.

Spelling Tutor

Connections to VOCABULARY

Unit 17

Word Meanings

Write a spelling word for each clue. Use the definitions in your **Spelling Dictionary** to check your answers.

1. Take me on your trip.
2. I am very big.
3. Use me for sports.
4. I can be gift-wrapped.
5. I've got a green head.

Words and Letters

Follow the directions to write spelling words.

6. Drop one letter in **frigid**.
7. Drop one letter in **ledge**.
8. Change the first letter of **fudge**.
9. Change the first letter of **pottage**.
10. Change the last two letters of **villain**.
11. Change the last two letters of **ranch**.
12. Add a letter at the start of **edge**.
13. Change the second letter in **budge**.
14. Add one letter to **ride**.
15. Add one letter to **bride**.
16. Drop one letter from **strangle**.

Use the Dictionary

Write the spelling word that would be on the same dictionary page as these guide words.

17. decimeter • dye
18. egg • envelope
19. gender • govern
20. gaze • gene

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____

Words and Letters

6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

Use the Dictionary

17. _____
18. _____
19. _____
20. _____

Unit 17

Connections to READING

badge	gym	rigid	gem	baggage
range	dodge	package	engine	cottage
gigantic	edge	gentle	strange	ridge
cabbage	bridge	hedge	village	judge

Use Synonyms

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Replace the Words

7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Use Context Clues

16. _____
17. _____
18. _____
19. _____
20. _____

Use Synonyms

Write the spelling word that is a synonym for each word below. Use your **Writing Thesaurus** to check your answers.

1. span
2. border
3. unbending
4. mild
5. avoid
6. immense

Replace the Words

Write the spelling word to replace each underlined word or phrase below.

7. A ruby is a precious jewel.
8. All of our luggage was put onto the plane.
9. Did anyone deliver a parcel to 18 Locust Drive?
10. They live in a place smaller than a town in Ohio.
11. He trimmed the fence of bushes with his clippers.
12. The car machine that creates motion made a funny noise.
13. Sue boiled a vegetable with a leafy head for dinner.
14. The person who presides over a court wore a black robe.
15. I use the treadmill at the short word for a workout place.

Use Context Clues

Write the spelling words to complete the story.

Yesterday we came across a **16.** _____ scene. We saw a deserted **17.** _____ on a pine-covered mountain **18.** _____. No one knew who lived there. The sheriff pinned on his **19.** _____ and asked me to go with him. We rode across the **20.** _____ over the river and entered the house. There we found nothing but cobwebs—and a newspaper dated July 1, 1898.

badge
cottage
strange
ridge
bridge

Connections to WRITING

Unit 17

Proofread a Letter

Proofread the letter below for ten misspelled words. Then rewrite the letter. Write the spelling words correctly and make the corrections shown by the proofreading marks.

November 18, 2012

Dear Ms. Roget:

please consider me for the job of clerk in your store. I am a hard worker who knows most of the People in our vilage. Sam King, owner of a jim at the edj of town where I worked before, is a good juje of my ability. I am sure he will will give me a good recommendation. I have a ranj of talents and can sell anything from cabbige to baggije, and I can wrap a gift pakage very well. I wouldn't dodj any duty, and I have no problem following ridgud rules. I will be glad to come in and talk with you about the job.

Sincerely,

Ima pearl

Proofreading Marks

- Make Uppercase
- Make Lowercase
- Add
- Delete
- Add a Period
- Indent

Opinion Writing

Write a Letter

Use the writing process to write or type a letter to apply for a job. Use as many spelling words as you can.

- Use language that the person you are writing to will understand.
- Name the job that you are applying for, and give at least three reasons that you would be a good candidate.
- Include the date, a greeting, a closing, and your signature.
- Use correct capitalization, punctuation, and grammar.
- Read your writing. Circle three words that may be misspelled. Use a print or online dictionary to check your spelling.

Transfer

Write three words from your letter that spell the /**j**/ sound **dge** or **g**. Write the words in your Spelling Journal and circle the letters that spell the /**j**/ sound.

Extend & Transfer

Word Study

age	range	judge	gentle	imagine
change	dodge	badge	ridge	judgment
larger	engine	gym	cabbage	gadget
largest	edge	rigid	hedge	gelatin
page	strange	package	apology	engage
gem	bridge	cottage	average	beverage
baggage	village	gigantic	general	rummage

Use words from the spelling list above to complete these exercises. Check your answers in a print or online dictionary.

Pattern Power

1–3. Write the three rhyming words that contain the /j/ sound spelled **g** followed by **e**.

4–5. Write the two rhyming words that contain the /j/ sound spelled **dge**.

6–11. Write the other spelling words that contain the /j/ sound spelled **dge**.

12–13. Write the two spelling words that dropped the final **e** before adding **-er** and **-est**.

Base Words

Write the spelling words that are base words for these words.

14. engineer
15. gently
16. apologize
17. villager
18. gymnast
19. prepackage

Multiple Meanings

20. Write the spelling word that can mean "part of a book" and "to call out a person's name on a loudspeaker."

Pattern Power

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____

Base Words

14. _____
15. _____
16. _____
17. _____
18. _____
19. _____

Multiple Meanings

20. _____

Technology

Word Hunt

Read the paragraphs below. Look for words with the /j/ sound spelled **g** or **dge**.

Did you know that music videos were around even before television? George Thomas generated what we could call the original music videos. He filmed a song called "The Little Lost Child" more than 100 years ago.

How did George manage it? Here's how. He took pictures of people acting out the song. Back then there were no digital cameras or film. He printed out his pictures on glass slides. Then he showed the images on a screen. At the same time, musicians and singers performed the song.

The first show was a mess! The slides were upside-down. People in the audience screamed with laughter. Some even walked out. George was not discouraged. He fixed the problem. By the next show, no one would budge from their seats.

People packed theaters to see the new song show. "The Little Lost Child" became a gigantic hit. There were no CDs back then. Instead, people bought sheet music. They bought thousands of copies of the song. Music publishers' budgets soared.

George had a gem of an idea. Modern technology polished it to a bright shine.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

1–3. Write the one-syllable words that contain the /j/ sound.
4–7. Write the three-syllable words that contain the /j/ sound. Draw a line between the syllables.
8–10. Write the four-syllable words that contain the /j/ sound. Draw a line between the syllables.

Unit 18 Assess for Transfer

Unit 13
1.
2.
3.
4.
Unit 14
5.
6.
7.
8.
Unit 15
9.
10.
11.
12.
Unit 16
13.
14.
15.
16.
Unit 17
17.
18.
19.
20.

Units 13–17

Assessment

Each assessment word in the box fits one of the spelling patterns and rules you have studied over the past five weeks. Read the unit descriptions. Then write each assessment word under the unit number it fits.

Unit 13

1–4. The **r-controlled vowel** sound you hear in **cart** (/är/) is spelled **ar**. The **r-controlled vowel** sound you hear in **spare** (/âr/) is spelled **are**.

Unit 14

5–8. Some words have more vowel letters than vowel sounds.

Unit 15

9–12. Some words are spelled with silent consonants: **k** in **knot** and **s** in **island**. Patterns such as **wr** and **kn** are sometimes called **complex consonants**.

Unit 16

13–16. The /**kw**/ sound is spelled **qu: quiz, squint**.

Unit 17

17–20. The /**j**/ sound can be spelled **g** followed by **e** (**gem**), **g** followed by **y** (**gym**), and **g** followed by **i** (**gigantic**). The /**j**/ sound can also be spelled **dge** (**edge**). These patterns are sometimes called **complex consonants**.

Words for Assessment

starch
deaf
bomb
squab
flare
squad
wage
leather
fudge
writer
squawk
wreck
dread
carve
mare
steady
voyage
sword
queer
urge

Review

Unit 18

Unit 13: r-Controlled Vowels: /âr/, /är/

apart	**chart**	**parent**	**scare**	**market**
compare	**share**	**beware**	**mark**	**army**

These spelling words are missing letters. Write the spelling words.

1. m __ rk
2. ch __ __ t
3. ap __ __ t
4. p __ __ ent
5. m __ __ ket
6. __ __ my

Write the spelling word that completes each sentence.

7. When you finish, _____ your answers with those in the book.
8. The sign told us to _____ of the dog.
9. Please _____ your paper with me.
10. That movie didn't _____ me.

Unit 14: More Letters Than Sounds

built	**instead**	**meant**	**ready**	**enough**
young	**breakfast**	**already**	**build**	**touch**

Write the spelling word that completes each sentence.

11. Now I am _____ to go.
12. You have taken more than _____ time.
13. Did you have a good _____ this morning?
14. That child is too _____ to play with us.
15. Have you ever _____ a sandcastle?
16. I plan to _____ a castle on the beach today.
17. Lee wants to build a sand city _____ of a castle.
18. I'm sorry, but that was not what I _____ to say.
19. If you stretch, can you _____ the top of the door?
20. I have read that book _____.

Unit 13

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Unit 14

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Unit 18

Review

Unit 15: Silent Consonants, Complex Consonants

answer	**honest**	**often**	**listen**	**known**
though	**island**	**knee**	**wrong**	**calm**

Add the missing silent consonants to write the spelling words.

1. ans __ er
2. i __ land
3. __ nee
4. __ rong
5. lis __ en
6. __ nown
7. of __ en
8. __ onest
9. thou __ __
10. ca __ m

Unit 16: Complex Consonants: qu, squ

quiet	**quite**	**quarter**	**question**	**quilt**
quit	**square**	**squeeze**	**queen**	**quick**

Write the spelling word that rhymes with the underlined word in each sentence.

11. After the new bed was <u>built</u>, they ordered a _____.
12. This doll will <u>sneeze</u> if you give her a _____.
13. The holiday <u>fair</u> was set up in the town _____.
14. That tall person has _____ a great <u>height</u>.
15. This delicious <u>bean</u> soup is fit for a _____.
16. John played the mail <u>sorter</u>, and stamps were just a _____.

Write the spelling word that has the opposite meaning of each word.

17. noisy
18. answer
19. slow
20. continue

Unit 15

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Unit 16

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Unit 17: Complex Consonant: Soft g

baggage	**gem**	**judge**	**strange**	**village**
edge	**engine**	**range**	**dodge**	**bridge**

1–3. Write the spelling words that have two syllables.
4–7. Write the spelling words that spell the /j/ sound **dge**.
8. Write the spelling word that means the opposite of **familiar**.
9. Write the spelling word that means "a precious stone."
10. Write the spelling word that can mean "a kitchen stove" or "open grazing country for cattle."

Unit 17

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Spelling Study Strategy

Play Circle Dot

Practicing spelling words can be fun.

1. Choose a partner. Each of you should write a list of twenty spelling words that you find hard to spell. Trade your list with your partner. Ask your partner to read your list aloud.
2. Then your partner should read one word from your list aloud. You write that word on a piece of paper. When you finish, your partner should spell the word out loud, one letter at a time.
3. As your partner says each letter, make a dot under the correct letter on your page. If you have a letter that is not correct, draw a circle under it. If you have left out a letter, make a little circle to show where it should have been.
4. The circles will show where you have trouble. Write the word again and check the spelling.

Standardized Test Practice

Directions: Read each item carefully. Select the best answer and fill in the circle on your answer sheet.

1. I often spread jam on toasted bred for breakfast.

What change should be made to this sentence?

(A) change <u>often</u> to *ofen*
(B) change <u>spread</u> to *spred*
(C) change <u>bred</u> to *bread*
(D) change <u>breakfast</u> to *brekfast*

2. He bilt the cottage at the edge of the village.

Which word in the sentence is spelled **incorrectly**?

(A) bilt
(B) cottage
(C) edge
(D) village

3. He bought squash, cabbage, and lamb chops at the mareket.

What change should be made to this sentence?

(A) change <u>squash</u> to *skwash*
(B) change <u>cabbage</u> to *cabbaje*
(C) change <u>lamb</u> to *lam*
(D) change <u>mareket</u> to *market*

4. Which word completes the synonym set **huge, immense, tremendous**?

(A) gentle
(B) heavy
(C) large
(D) gigantic

5. I doubt that Antoine gave an honest anser to my question.

What change should be made to this sentence?

(A) change <u>doubt</u> to *dowt*
(B) change <u>honest</u> to *onest*
(C) change <u>anser</u> to *answer*
(D) change <u>question</u> to *qwestion*

6. Marcy was surprised that the package was so heavy. That was because she thought it held a sweater, not a qwilt.

What change should be made to these sentences?

(A) change <u>package</u> to *packaje*
(B) change <u>heavy</u> to *hevy*
(C) change <u>sweater</u> to *sweter*
(D) change <u>qwilt</u> to *quilt*

7. Louisa was smart to listen and not aregue with the judge.

Which word in the sentence is spelled **incorrectly**?

(A) smart
(B) listen
(C) aregue
(D) judge

GO ON

8. Which word contains the /j/ sound spelled **dge**?

(A) village
(B) gentle
(C) dodge
(D) cottage

9. Which of the following is an antonym for **right**?

(A) honest
(B) wrong
(C) doubt
(D) known

10. **Though it was a tough kwiz, I think I got a good mark.**

What change should be made to this sentence?

(A) change Though to *Tho*
(B) change tough to *tuff*
(C) change kwiz to *quiz*
(D) change mark to *marek*

11. **Marco ment to take a quart of milk. Instead he put a gallon into his shopping cart.**

Which word in these sentences is spelled **incorrectly**?

(A) ment
(B) quart
(C) Instead
(D) cart

12. Which of the following does **not** contain a silent consonant?

(A) limb
(B) compare
(C) wring
(D) knot

13. **The bridj to the island was destroyed by the rough waters of the flood.**

Which word in the sentence is spelled **incorrectly**?

(A) bridj
(B) island
(C) rough
(D) flood

14. **Keisha's jentle manner helped calm the quarrel instead of making it worse.**

Which word in the sentence is spelled **incorrectly**?

(A) jentle
(B) calm
(C) quarrel
(D) instead

15. **After brekfast, we were going to walk to the beach, but heavy rains came down so we changed our plans.**

Which word in the sentence is spelled **incorrectly**?

(A) After
(B) brekfast
(C) walk
(D) heavy

STOP

Grammar, Usage, and Mechanics

Linking Verbs

A **linking verb** links the subject with words that tell what the subject is like. For example, in the sentence *The carpet was dirty,* **was** is a linking verb. It links **carpet** and **dirty**. **Dirty** tells what the carpet is like. Linking verbs include **am, is, are, was, were, become,** and **seem**.

The swans **are** beautiful!

The icicles **were** cold.

Suddenly the room **became** warm.

The football player **is** injured.

The coaches **seem** proud.

I **am** happy.

Practice Activity A

1. _____
2. _____
3. _____
4. _____
5. _____

Practice Activity B

6. _____
7. _____
8. _____
9. _____
10. _____

Practice Activity

A. Write the linking verb in each sentence.

1. My school bus was late this morning.
2. That new girl seems friendly.
3. Today I am cold and tired.
4. The twins were happy about the party.
5. After the storm, the ground soon became dry again.

B. Find the linking verb in each sentence. Then write the word in each sentence that comes after the linking verb and tells what the subject is like.

6. That picture seems strange.
7. Everyone was calm during the storm.
8. Last year those kittens were young.
9. You are wrong about that!
10. The ripe oranges tasted sweet.

The Writing Process: Informative/Explanatory

Writing an E-Mail

PREWRITING

Recycling is one way to protect the earth. How can your community help protect the environment? Sending e-mail to an expert or official website is a quick and easy way to find out. You can find facts about the environment in books at the library. The Internet also has helpful sites, such as the U.S. Environmental Protection Agency's website. As you research your topic, write down questions for your e-mail.

DRAFTING

Use your notes to write the e-mail. Begin with the reason you are e-mailing. Use the proper Netiquette, such as typing a clear subject line, avoiding special type features, and including a detailed salutation (full name and e-mail address). Use as many spelling words as possible.

REVISING

When you have finished your first draft, read your e-mail from beginning to end. Did you include the correct e-mail address? Did you use the proper Netiquette?

EDITING

Print out a hard copy and use the **Editing Checklist** to proofread your e-mail. Find three words that could be misspelled. Use the spell-check function in your e-mail program or an online dictionary to check your spelling. Be sure to use proofreading marks when you make corrections.

PUBLISHING

Send your e-mail to the expert or website. When you receive a response, share it with your classmates.

EDITING CHECKLIST

Spelling

- ✓ Circle words that contain the spelling patterns and rules learned in Units 13–17.
- ✓ Check the circled words in your **Spelling Dictionary**.
- ✓ Check for other spelling errors.

Capital Letters

- ✓ Capitalize important words in the title.
- ✓ Capitalize the first word in each sentence.
- ✓ Capitalize proper nouns.

Punctuation

- ✓ End each sentence with the correct punctuation.
- ✓ Use commas, apostrophes, and quotation marks correctly.

Grammar, Usage, and Mechanics

- ✓ Use linking verbs and adjectives correctly to make sentences more interesting.

Unit 19 Double Consonants, Final -le

Connections to THINKING

Read the spelling words and sentences.

1. bottle	*bottle*	They bought a **bottle** of juice.
2. pebble	*pebble*	A **pebble** is smaller than a rock.
3. single	*single*	I have only a **single** pencil left.
4. jumble	*jumble*	A **jumble** of papers lay on his desk.
5. tickle	*tickle*	When you **tickle** me, I have to laugh.
6. rattle	*rattle*	Keys **rattle** when we unlock the door.
7. middle	*middle*	She is in **middle** school.
8. bubble	*bubble*	Angie blew a huge soap **bubble**.
9. sample	*sample*	Taste a **sample** of my cooking.
10. cattle	*cattle*	They raise **cattle** on the prairie.
11. snuggle	*snuggle*	I **snuggle** under warm blankets.
12. kettle	*kettle*	The hot **kettle** was whistling.
13. jungle	*jungle*	He photographs many **jungle** animals.
14. ankle	*ankle*	She wore a silver **ankle** bracelet.
15. giggle	*giggle*	A laugh often follows a **giggle**.
16. simple	*simple*	I am learning to tie **simple** knots.
17. settle	*settle*	They came here to **settle** the land.
18. temple	*temple*	We attend a **temple** on Main Street.
19. battle	*battle*	The **battle** was fought at sea.
20. mumble	*mumble*	When you **mumble,** I cannot hear you.

Think & Sort the spelling words.

1–11. Write the words that have double consonants. Draw a line between the syllables.

12–20. Write the words that do not have double consonants. Draw a line between the syllables.

double consonants

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

no double consonants

12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Remember

Final **-le** ends many multi-syllable words. If the word has a double consonant, divide the word between the double consonants. If two different consonants precede **-le,** usually divide between the two consonants.

Spelling Tutor

Connections to VOCABULARY

Unit 19

Word Meanings

Write a spelling word for each definition. Circle the words that have double consonants. Use your **Spelling Dictionary** to check your answers and your spelling.

1. a small stone
2. to touch lightly to produce laughter
3. a building for worship
4. a wild, tropical land
5. a small laugh
6. the joint that connects the leg to the foot
7. a container usually made of glass or plastic
8. a round film of liquid

Word Structure

Follow the directions to write spelling words.

9–11. Change the first letter in **tattle** to write spelling words that rhyme.

12–13. Change the first letter in **nettle** to write spelling words that rhyme.

14–15. Change the first letter in **bumble** to write spelling words that rhyme.

Use the Thesaurus

Look up these spelling words in your **Writing Thesaurus: single, middle, sample, snuggle, simple**. Write the word that goes with each group of synonyms below.

16. cuddle, curl up, nestle

17. example, specimen

18. lone, one, only, sole

19. easy, effortless, elementary

20. center, midst

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Word Structure

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Use the Thesaurus

16. _____
17. _____
18. _____
19. _____
20. _____

Connections to READING

bottle	pebble	single	jumble	tickle
rattle	middle	bubble	sample	cattle
snuggle	kettle	jungle	ankle	giggle
simple	settle	temple	battle	mumble

Complete the Analogies

Write the spelling word that completes each analogy.

1. **Two** is to **double** as **one** is to _____.
2. **Hard** is to **difficult** as **easy** is to _____.
3. **Large** is to **boulder** as **small** is to _____.
4. **Deer** is to **forest** as **monkey** is to _____.
5. **Education** is to **school** as **religion** is to _____.
6. **Side** is to **edge** as **center** is to _____.
7. **Hand** is to **wrist** as **foot** is to _____.
8. **Cuddle** is to **curl up** as **nestle** is to _____.

Complete the Idioms

Read the meaning of each idiom. Then write the spelling word that completes it. Circle the words with double consonants.

9. (to disappoint someone) I'm sorry to have to burst your _____.
10. (to be annoyed) She always finds a way to _____ my cage.
11. (to be quiet) Will you please _____ it up!
12. (to make someone happy) You just _____ me pink!

Use Context Clues

Write the spelling word that best completes each sentence.

13. I want to _____ the flavor before I order mango ice cream.
14. Boots and an umbrella will help us _____ the storm.
15. Do all _____ have horns and hooves?
16. It is hard to _____ down after all that excitement.
17. All our jackets are piled on the bed in a _____.
18. The _____ is whistling merrily on the stove.
19. Did she _____ that she was sorry? I couldn't hear her.
20. That joke made me _____.

Complete the Analogies

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Complete the Idioms

9. _____
10. _____
11. _____
12. _____

Use Context Clues

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Unit 19

Proofread an Opinion Essay

Proofread the essay below for ten misspelled words. Then rewrite the essay. Write the spelling words correctly and make the corrections shown by the proofreading marks.

Open land is disappearing at an alarming rate. The land is nature's tempel, and we must join together in the battel to save our country's open spaces. Look at what is happening around us. Cattel have less grass for grazing. Jungel animals, such as zebras, have less space in which to roam freely. our children have hardly any space in which to play. Before long, even that space will be be the size of a pebl. This is only a small sampel of the problem. The solution seems simpel and begins with a singel idea. Write our government leaders. Tell them that more land must be set aside for parks and wildlife refuges. There is no midle ground in this fight. We cannot setel for less. We must act now!

Proofreading Marks

- Make Uppercase
- Make Lowercase
- Add
- Delete
- Add a Period
- Indent

Opinion Writing

Write an Opinion Essay

Write or type an opinion essay about something that concerns you and that you want other people to care about, too. Tell why you are concerned, what you think should be done, and what people can do to help. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Use language that will help convince readers that they should take action to help solve the problem.
- Use correct capitalization, punctuation, grammar, and spelling.
- Use a print or online dictionary to check your spelling.

Transfer

Write two words from your essay that have an **-le** ending and two words that have double consonants in the middle. Write the words in alphabetical order in your Spelling Journal.

Extend & Transfer

Word Study

circle	tickle	battle	ankle	syllable
couple	middle	pebble	giggle	triangle
maple	sample	jumble	temple	meddle
people	cattle	rattle	mumble	wriggle
uncle	jungle	bubble	bicycle	sparkle
bottle	simple	snuggle	needle	brittle
single	settle	kettle	principle	tangle

Use words from the spelling list above to complete these exercises.

Pattern Power

1–3. Write the three rhyming words that contain double consonants.

4–5. Write the two rhyming words that differ by only one letter and contain double consonants.

6–7. Write the two rhyming words that do not contain double consonants.

8–9. Write the two rhyming words in which one word has a silent consonant. Circle the silent consonant.

Word Building

A. Write the noun that is related to each of these verbs.

10. bubbling
11. bottling
12. giggling
13. bicycling
14. sampling
15. tickling

B. Write the spelling words that are base words for these words.

16. anklet **17.** simplicity **18.** sampler **19.** sparkling

Word History

20. Words such as **circus, circuit,** and **circulate** are related by the Latin root **circ,** which means "around." Write the spelling word that is also related to these words.

Pattern Power

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Word Building A

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Word Building B

16. _____
17. _____
18. _____
19. _____

Word History

20. _____

Math

Word Hunt

Read the paragraphs below. Look for words that end in **-le**.

Here's a riddle. What is flat and has two long sides that match and two short sides that match? It's your spelling book—it's a geometric shape called a rectangle.

Geometric shapes are everywhere. The most familiar shape is a circle. A ring is a circle and so is a wheel. A cookie may start out as a circle until you nibble on it. When you whistle, your lips form a circle. An oval is a stretched-out circle that looks like an egg.

Circles and ovals have no straight lines, but a triangle is all straight lines with a top that looks like a steeple. The word *triangle* comes from the Greek word *tri,* which means "three"; a triangle has three sides and three angles. An angle is the place where two straight lines come together. Angles can be big or little.

A square has four straight sides that are the same length and form four angles that are the same size. Is the ceiling in your classroom a square or a rectangle? What shape is your kitchen table? What shape is a bubble?

Look in your math book for the names of other geometric shapes, and then find those shapes in the world around you.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

1–4. Write the words that end in **-le** and have double consonants. Draw a line between the syllables.

5–9. Write the two-syllable words that end in **-le** and do not have double consonants. Draw a line between the syllables.

10. Write the word that means "three angles." Draw lines between the syllables.

Unit 20 Final -le, Final -en

Connections to THINKING

Read the spelling words and sentences.

1. stumble	*stumble*	It is easy to **stumble** in the dark.
2. trouble	*trouble*	When in **trouble** you need a friend.
3. eagle	*eagle*	An **eagle** builds a huge nest.
4. harden	*harden*	The candy will **harden** as it cools.
5. brighten	*brighten*	Your kindness will **brighten** my day.
6. thicken	*thicken*	Use flour to **thicken** the sauce.
7. wrinkle	*wrinkle*	Try not to **wrinkle** your clothes.
8. soften	*soften*	The sun will **soften** the ice.
9. lighten	*lighten*	Two helpers will **lighten** the load.
10. table	*table*	The children set the **table**.
11. dampen	*dampen*	Before ironing, **dampen** the cloth.
12. moisten	*moisten*	Please **moisten** the sponge with water.
13. double	*double*	Twins are **double** the pleasure.
14. weaken	*weaken*	Lack of exercise can **weaken** you.
15. tighten	*tighten*	I must **tighten** a bolt on my bike.
16. example	*example*	He set a good **example** for others.
17. darken	*darken*	Rain clouds will **darken** the sky.
18. tremble	*tremble*	The dog began to **tremble** with cold.
19. fasten	*fasten*	Be sure to **fasten** your seat belt.
20. blacken	*blacken*	Factory soot can **blacken** homes.

Think & Sort the spelling words.

1–8. Write the words that end in **-le**.

9–20. Write the words that end in **-en**.

Remember

Words often end with **-le** or **-en**. Final **-en** usually means "to make" or "to become." The word **brighten** means "to become bright."

Spelling Tutor

end in -le

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

end in -en

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to VOCABULARY

Unit 20

Word Meanings

The suffix **-en** means "to make" or "to become." Write the spelling word that goes with each meaning.

1. to make light
2. to make moist
3. to become weak
4. to become dark
5. to become hard
6. to make black
7. to make thick
8. to make damp

Silent Letters

Read the following words and write the spelling word that each came from. Circle the consonants that are not pronounced.

9. softener
10. fastener
11. brightener
12. tightener

Use the Dictionary

Syllables ending with a vowel sound are called **open syllables**. Those ending with a consonant sound are called **closed syllables**. Find the following spelling words in your **Spelling Dictionary**. Write each word. Then write **o** if the first syllable is open or **c** if the first syllable is closed.

13. table
14. stumble
15. wrinkle
16. example
17. eagle
18. tremble
19. double
20. trouble

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Silent Letters

9. _____
10. _____
11. _____
12. _____

Use the Dictionary

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to READING

stumble	trouble	eagle	harden	brighten
thicken	wrinkle	soften	lighten	table
dampen	moisten	double	weaken	tighten
example	darken	tremble	fasten	blacken

Replace the Words

For each sentence, write the spelling word that can replace the underlined word or words.

1. Watch out! Don't trip over that rug.
2. We close firmly in place our seat belts as soon as we get in the car.
3. This bread dough will soon grow twice in size.
4. If I don't hang up this shirt, it will get creased.
5. Leah's helmet strap is loose; please ask her to attach it to the hook on the helmet.
6. She took three of his books to make less heavy his heavy load.
7. The sun will soon make less dark this cheerless, gray day.
8. If I don't wash the glue off my fingers, it will toughen.

Make Inferences

Write the spelling word for each clue. Write each word once.

9. what the sky does at night
10. what the sky does before a storm
11. make something slightly damp
12. make something less strong

Use Context Clues

Write spelling words from the box to complete the story.

thicken
moisten
trouble
tremble
example
soften
table
eagle

Seth has often helped his neighbor Mabel work on projects on a 13. in the basement. Mabel has made useful items. For 14., she made a powder to help 15. the sparse grass in her yard. She also made a cream to 16. and 17. dry, rough skin. The cream made Seth's skin as soft as the feather of an 18..

Mabel's inventions were not always useful. Seth remembers when he tried a new food she had created. He knew he was in 19. when his mouth began to twitch and 20..

Replace the Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Make Inferences

9. _____
10. _____
11. _____
12. _____

Use Context Clues

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Proofread a Friendly Letter

Proofread the letter below for ten misspelled words. Then rewrite the letter. Write the spelling words correctly and make the corrections shown by the proofreading marks.

35 Rand Street
Chicago, Illinois 60606

July 15, 2012

Dear Eva,

I am planning to change my room Decorations. For exampel, I want to lightin the color of my walls and briten my bed with a new red spread. A new lampshade should sofen the glare on my tabel and dubble the amount of light i get. dad is going to fastin a new shelf to the walls. I will help him tightin the screws. I am going to hang a picture of my favorite bird, the eagl, on the wall.

I can hardly wait to show you the results. If it is no trubble, why not plan to visit next weekend? I miss you.

Your best friend,

Becky

Proofreading Marks

- Make Uppercase
- Make Lowercase
- Add
- Delete
- Add a Period
- Indent

Narrative Writing

Write a Friendly Letter

Use the writing process to write or type a letter to a friend telling about something exciting you plan to do. Use as many spelling words as you can.

- Be sure to include all five parts of a friendly letter.
- Use correct capitalization, punctuation, and grammar.
- Read your letter. Circle three words that could be misspelled. Use print resources to check the spelling.

Transfer

Write two words from your letter that end with **-le** and two words that end with **-en**. Write the words in alphabetical order in your Spelling Journal.

Extend & Transfer

Word Study

shorten	brighten	fasten	weaken	lengthen
sweeten	lighten	stumble	tighten	straighten
freshen	table	eagle	tremble	unable
sunken	moisten	thicken	blacken	whistle
widen	double	wrinkle	angle	beaten
trouble	example	soften	chosen	wooden
harden	darken	dampen	forgotten	woolen

Pattern Power

Use words from the spelling list above to complete these exercises.

1–3. Write the rhyming words that end in **-en**. Circle the consonants that are silent.

4–5. Write the rhyming words that end in **-le**.

Write the spelling words that rhyme with these words. Circle the word that starts with a silent consonant.

6. mumble
7. sprinkle
8. harken
9. legal
10. garden
11. chicken

Meaning Mastery

A. Write a synonym for each word below. Check your answers in a thesaurus.

12. shake
13. moisten
14. selected
15. unbend

B. Write an antonym for each word below. Check your answers in a dictionary or a thesaurus.

16. strengthen
17. able
18. remembered
19. whiten
20. shorten

Pattern Power

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Meaning Mastery A

12. _____
13. _____
14. _____
15. _____

Meaning Mastery B

16. _____
17. _____
18. _____
19. _____
20. _____

Art

Word Hunt

Read the paragraphs below and look for words that end in **-le** or **-en**.

A sculpture is a kind of statue. Most sculptures are made of marble or metal, but you can make one out of newspaper and everyday stuff.

Your sculpture will be made of *papier-mâché,* which is a fancy French word meaning "chewed-up paper." The paper is torn into strips and soaked overnight in warm water. Then glue is added to thicken the mixture. Finally, this mushy stuff is put over a form to harden. Almost anything can be used as a form. A coffee can will do just fine.

After you dampen the paper, you can shape it into anything you want. You can heighten the shape by adding strips of paper to the top. You can make the shape wider by adding more strips to the sides. You do anything you want to do as long as the paper is still wet. Wait for your sculpture to stiffen. Then paint it in your favorite colors.

When you have finished, your creativity will startle your friends and family. They will think it's a miracle because they never knew that you were capable of such great art. You can tell them it's just one example of your artistic genius!

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

Use a dictionary to check your answers.

1–2. Write the two-syllable words that end in **-le**. Draw a line between the syllables.

3–5. Write the three-syllable words that end in **-le**. Draw a line between the syllables.

6–10. Write the words that end in **-en**. Draw a line between the syllables.

Unit 21 Schwa + r: er, or

Connections to THINKING

Read the spelling words and sentences.

1. gather	*gather*	Let us **gather** the ripe apples.
2. winter	*winter*	This **winter** is colder than last.
3. master	*master*	I will **master** my fear of heights.
4. tractor	*tractor*	The **tractor** pulled a plow.
5. shower	*shower*	I felt cool and clean after my **shower**.
6. major	*major*	The hail caused no **major** damage.
7. danger	*danger*	There is no **danger** of being late.
8. enter	*enter*	I will **enter** a drawing contest.
9. whether	*whether*	I must decide **whether** to go or stay.
10. water	*water*	Drink **water** when you are thirsty.
11. thunder	*thunder*	I heard **thunder** and saw lightning.
12. eager	*eager*	She is **eager** to see her aunt again.
13. bitter	*bitter*	That fruit has a **bitter** taste.
14. silver	*silver*	Kim wore **silver** earrings.
15. minor	*minor*	That was only a **minor** mistake.
16. neither	*neither*	She eats **neither** fish nor fowl.
17. wonder	*wonder*	I **wonder** where I left my pen.
18. either	*either*	We will elect **either** John or Maria.
19. rather	*rather*	I would **rather** swim than dive.
20. together	*together*	We can study the lesson **together**.

Think & Sort the spelling words.

1–17. Write the words in which the **schwa + r** sound is spelled **er**.

18–20. Write the words in which the **schwa + r** sound is spelled **or**.

schwa + r spelled er

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____

schwa + r spelled or

18. _____
19. _____
20. _____

Remember

The **schwa + r** sound is spelled in different ways: **er** in **water** and **or** in **major**.

Spelling Tutor

Connections to VOCABULARY

Unit 21

Word Meanings

Write a spelling word for each definition.

1. somewhat; to a certain extent; instead
2. less important
3. having a harsh, unpleasant taste
4. to bring together in a group
5. to go into
6. excitedly wanting or expecting
7. the season between autumn and spring
8. one or the other of two
9. not one or the other

Base Words

The suffix **-ous** means "full of" or "having." Write the spelling word that is the base word for each of these words.

10. wondrous
11. dangerous
12. thunderous

Use the Dictionary

Write the spelling words that would appear on a dictionary page with each pair of guide words.

13. verb • wed
14. Wednesday • young
15–16. loan • Mexican
17. signature • sometimes
18. scale • shy
19–20. times • tube

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Base Words

10. _____
11. _____
12. _____

Use the Dictionary

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Unit 21

Connections to READING

gather	winter	master	tractor	shower
major	danger	enter	whether	water
thunder	eager	bitter	silver	minor
neither	wonder	either	rather	together

Complete the Rhymes

Write the spelling word that rhymes with the underlined word and completes the sentence.

1. I _____ what is under the blanket.
2. Use the center door to _____ the store.
3. Sandy got a splinter while chopping firewood for the _____.
4. I could not tell _____ the suitcase was made of plastic or leather.
5. The park ranger talked about the _____ of hiking alone.
6. That beautiful flower got soaked in the rain _____.

Complete the Analogies

Write a spelling word to complete each analogy.

7. **Feel** is to **rough** as **taste** is to _____.
8. **Eat** is to **food** as **drink** is to _____.
9. **Street** is to **car** as **field** is to _____.
10. **See** is to **lightning** as **hear** is to _____.

Use Context Clues

Write two spelling words to complete each sentence.

11–12. If we study _____, we can help each other _____ the words.

13–14. Shannon was not _____ to begin _____ of her two chores.

15–16. In the story, _____ of the baby squirrels knew how to _____ nuts.

17–18. She would _____ have a _____ dollar than a dollar bill.

19–20. When we proofread, we correct the _____ errors as well as the _____ mistakes.

Complete the Rhymes

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Complete the Analogies

7. _____
8. _____
9. _____
10. _____

Use Context Clues

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Proofread a Description

Proofread the description below for ten misspelled words. Then rewrite the description. Write the spelling words correctly and make the corrections shown by the proofreading marks.

Reflections on a Lake

¶ While camping in the forest, Mom and I got up early one day and wandered ~~down~~ down to the lake togethur. The Sun was shining on the watter, turning it a beautiful silvor color. The wintir had been long. We were enjoying the warmth of spring.

As we watched the lake, I began to wunder about the fish that lived in it and the animals that drank from it. I was in no dangir from the wildlife, so I was not eger to return to camp. I would rathur have stayed where I was. All of a sudden, we heard thundr. We decided to gathur our things and head Home.

Proofreading Marks

≡	Make Uppercase
/	Make Lowercase
^	Add
⌒	Delete
⊙	Add a Period
¶	Indent

Informative/Explanatory Writing

Write a Description

Write or type a description about something you experienced. Include where you were, the season of the year, and the time of day. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Write a topic sentence that tells what you are going to describe. Then write supporting details that will help the reader see what you saw and feel as you felt. End with a concluding sentence.
- Use correct capitalization, punctuation, grammar, and spelling.
- Read your description. Circle three words that may be misspelled. Use an electronic resource to check the spelling.

Transfer

Write two words from the description you wrote that have a **schwa + r** ending spelled **er** and two words that have a **schwa + r** ending spelled **or**. Write the words in your Spelling Journal.

Extend & Transfer

Word Study

colors	whether	together	thunder	passenger
father	water	gather	eager	professor
later	silver	master	bitter	halter
mother	neither	shower	minor	barber
never	wonder	major	alligator	rubber
winter	either	danger	bother	razor
tractor	rather	enter	differ	anchor

Pattern Power

A. Use words from the spelling list to complete these exercises.

1–6. Write the three pairs of rhyming words that end in **schwa + r** spelled **er**.

7–12. Write the words with double consonants. Draw a line between the syllables.

B. Anagrams are words that have all the same letters. **Below** and **elbow** are anagrams. Write the spelling words that are anagrams of these words.

13. sliver **14.** agree **15.** thermo

Word Building

Replace the underlined letters in these words to make spelling words.

16. mister **17.** flower **18.** enjoy

Homophones

19. Write the spelling word that is a homophone for **weather**.

20. Write the spelling word that is a homophone for **miner**.

Pattern Power A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Pattern Power B

13. _____
14. _____
15. _____

Word Building

16. _____
17. _____
18. _____

Homophones

19. _____
20. _____

Technology

Word Hunt

Read the paragraphs below. Look for words with the **schwa-r** sound spelled **er** or **or**.

Do you like to surf the Internet? Lots of people do, but some people are there for improper reasons. Sooner or later you may encounter them.

Many kids chat online with kids their age, but not every visitor to an online chat room is like you.

Chat rooms can harbor people who just don't belong there. These people may be adults pretending to be kids. They may start a chat with you and shower you with questions, so you have to censor what you say. There is no supervisor to watch out for you in a chat room.

It's a major mistake to give your real name, your address, or the name of your parents to someone you don't know. Some people use that information to try to steal your identity. That means they'll run up a lot of bills using your name. It's a real nightmare to be a victim of identify theft, so watch out for people you don't know who ask many questions.

The Internet is a great place to get information or to talk with your friends. Don't be scared to use it. Just be smart about how you use it.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

1–4. Write the two- and three-syllable words that contain the **schwa + r** sound spelled **or**.

5–10. Write the two- and three-syllable words that contain the **schwa + r** sound spelled **er**. Circle the one word that has the **schwa + r** sound in the middle syllable.

Unit 22 Base Words with Suffixes: -er, -est

Connections to THINKING

Read the spelling words and sentences.

1. cuter	*cuter*	I think kittens are **cuter** than cats.
2. nearer	*nearer*	The house is **nearer** than the store.
3. thinnest	*thinnest*	That was the **thinnest** tree I ever saw!
4. kinder	*kinder*	Mel seems **kinder** than Homer.
5. easiest	*easiest*	Jogging is the **easiest** thing I do.
6. funnier	*funnier*	That joke was **funnier** than the other.
7. nearest	*nearest*	The Pells are our **nearest** neighbors.
8. happier	*happier*	I could not be **happier** for you.
9. kindest	*kindest*	She did the **kindest** deed of the week.
10. thinner	*thinner*	My dog is **thinner** than before.
11. quietest	*quietest*	Monday is the **quietest** weekday.
12. funniest	*funniest*	That is the **funniest** program on TV.
13. safer	*safer*	You will be **safer** wearing a helmet.
14. quieter	*quieter*	Babies are **quieter** at night.
15. safest	*safest*	This is the **safest** smoke alarm.
16. quicker	*quicker*	The hand is **quicker** than the eye.
17. cutest	*cutest*	She has the **cutest** puppy in town.
18. easier	*easier*	Studying is **easier** when we are quiet.
19. quickest	*quickest*	Which is the **quickest** way home?
20. happiest	*happiest*	This is the **happiest** day of my life.

Think & Sort the spelling words.

1–8. Write the words that do not change when adding **-er** or **-est**.
9–12. Write the words that drop final **e** and add **-er** or **-est**.
13–18. Write the words that change **y** to **i** when adding **-er** or **-est**.
19–20. Write the words that double the final consonant when adding **-er** or **-est**.

Remember

When adding **-er** or **-est** to a base word, follow these rules. If the word ends in **consonant** and **silent e,** drop the **e** and add the ending. If the word ends in **y,** change the **y** to **i** and add the ending. If the word ends in a single consonant, double the consonant and add the ending. If the word ends in a vowel and consonant or two consonants, add the ending.

no change to base word

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

drop final e

9. _____
10. _____
11. _____
12. _____

change y to i

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

double final consonant

19. _____
20. _____

Spelling Tutor

Connections to VOCABULARY

Unit 22

Word Meanings

Write the correct form of the underlined word in each sentence.

1. We are the quiet of all the students in the school.
2. A whisper is quiet than a screech.
3. That was the quick fire drill of the three we had.
4. Beth is quick than the runner behind her.
5. Of all the ways to play the game, this is the safe way.

Word Categorization

Write the spelling word that does not belong in each group.

6. safest, funnier, nearest, quietest
7. safer, easier, kinder, cutest
8. safer, quickest, nearest, funniest

Antonyms

Write the spelling word that is the antonym of each word.

9. farther
10. thickest
11. meanest
12. hardest
13. thicker
14. saddest

Use the Dictionary

Suppose you forgot how to spell some of the words below. To find them in your **Spelling Dictionary,** you would have to look up their base words. Write each word below. Find its base word in your **Spelling Dictionary**. Circle the letters in the word you wrote that do not match the base word.

15. kinder
16. nearest
17. cuter
18. easier
19. happier
20. funniest

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____

Word Categorization

6. _____
7. _____
8. _____

Antonyms

9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Use the Dictionary

15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to READING

cuter	nearer	thinnest	kinder	easiest
funnier	nearest	happier	kindest	thinner
quietest	funniest	safer	quieter	safest
quicker	cutest	easier	quickest	happiest

Replace the Words

Write a spelling word to replace each underlined group of words.

1. Your kitten is more cute than mine.
2. You drew the most cute picture of all.
3. You are the most kind person I have ever met.
4. Her comic book is more funny than mine.
5. Here is the most thin wire I could find.
6. Use the more thin board for the sign.
7. Your house is more near the school than mine.
8. The crosswalk is the most safe place to cross the street.
9. Mrs. Crosby is more happy working outside the house than in it.
10. The library is the most quiet room in the school.

Use Context Clues

Write the spelling word that best completes each sentence.

11. Wearing a seat belt while riding in a car is _____ than riding without one.
12. I find math to be _____ than science.
13. Crickets are _____ in the daytime than at night.
14. The baby smiles and acts the _____ when he is being held.
15. It would be _____ to say nothing than to say something mean.
16. The _____ library is three blocks from here.
17. That was the _____ joke I have ever heard!
18. We are in no hurry, so we do not need to go the _____ way.
19. That test was easy. In fact, it was the _____ test I ever took.
20. Sending this message by e-mail is _____ than sending a letter, which will take at least a day to arrive.

Replace the Words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Use Context Clues

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Unit 22

Proofread Instructions

Proofread the instructions below for ten misspelled words. Then rewrite the instructions. Write the spelling words correctly and make the corrections shown by the proofreading marks.

How to Enjoy Backyard Camping

The qwickest way to get started is to set up a tent in your backyard. Try to find the easyest tent to set up. Pick a spot nearist the House if you feel you will be happyier within shouting distance of your parents. The safist place is away from tree branches that could fall during a storm. The qwieter the place is, the better.

To make eating easyer, stock the tent with goodies. Add sleeping bags, a flashlight, and your funnyest books.

Now invite friends. Your friends will think you are the kinddest person for including them! This this could be your happyest experience as you Eat, chat, and read.

Proofreading Marks

- Make Uppercase
- Make Lowercase
- Add
- Delete
- Add a Period
- Indent

Informative/Explanatory Writing

Write Instructions

Write or type instructions to help someone do something. Give a brief description of the activity and step-by-step instructions, along with safety warnings and comfort hints. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Begin with the goal of the instructions. Support the goal with a sequence of steps that shows how to complete the goal. End with a concluding sentence.
- Use clear language that makes the instructions easy to follow.
- Use correct capitalization, punctuation, grammar, and spelling.
- Use a print or online dictionary to check your spelling.

Transfer

Write two words from the instructions you wrote that have the **er** ending and two words that have the **est** ending. Write the words in your Spelling Journal. If you changed or dropped the last letter of the base word, write that letter in parentheses next to the word.

Extend & Transfer

Word Study

closer	kinder	easier	quicker	sunnier
hotter	nearest	thinnest	cutest	wiser
reddest	happier	easiest	quickest	bluest
sharper	kindest	funnier	happiest	healthier
widest	quietest	thinner	calmest	healthiest
cuter	funniest	safer	slimmer	heavier
nearer	safest	quieter	slimmest	heaviest

Comparative and Superlative Adjectives and Adverbs

A. Complete the chart below by adding the suffixes **-er** and **-est** to make the comparative and superlative forms of each adverb or adjective.

B. Circle the words in which you drop the **final e** before adding the ending.

C. Underline the words in which you change **y** to **i** before adding the ending.

D. Place a star by the words in which you double the final consonant before adding the ending.

Base	Comparative	Superlative
quiet	1. _____	2. _____
thin	3. _____	4. _____
safe	5. _____	6. _____
kind	7. _____	8. _____
cute	9. _____	10. _____
funny	11. _____	12. _____
quick	13. _____	14. _____
slim	15. _____	16. _____
healthy	17. _____	18. _____

Comparative and Superlative Adjectives and Adverbs

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

Science

Word Hunt

Read the paragraphs below and look for words with the suffix **-er** or **-est**.

Here's a magic trick to thrill your friends. Become the greatest magic performer of all! Do this trickiest of tricks and you'll be the busiest magician in town.

First get a gallon plastic jug and wave it around to show your friends that it's empty. Then run hot water in the sink and put about half an inch of it in the jug. Put the cap on and shake the jug with vigor. Have your friends come nearer but at the safest distance to watch as the jug expands, or gets bigger. Now spill out the hot water, put in the same amount of cold water, and shake the jug again; it will contract, or get smaller!

The best magicians never share their secrets, even with their nosiest friends. However, this isn't magic; it's science.

The jug appeared empty, but it was really full of air, and air is a gas. When a gas is heated, it expands, and when it's cooled, it contracts. So the hot water caused the air to expand and make the jug get fatter. The cold water caused the air to contract, returning the jug to its normal size. It couldn't be easier to explain. That's the secret of the incredible shrinking jug.

Scientific knowledge is incredible and can introduce you to the magic of the universe.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

WORD SORT

1–5. Write the adjectives or adverbs with the **-er** suffix. Draw a line between the syllables.

6–10. Write the words with the **-est** suffix.

Unit 23 Homophones

Connections to THINKING

Read the spelling words and sentences.

1. lone	*lone*	There was a **lone** clerk in the store.
2. break	*break*	Lift but do not **break** the cover.
3. waist	*waist*	Around his **waist** he wore a belt.
4. passed	*passed*	We **passed** a school crossing.
5. sore	*sore*	I hiked until my feet were **sore**.
6. cellar	*cellar*	In the **cellar** was an old chest.
7. roll	*roll*	Would you like a muffin or a **roll**?
8. died	*died*	The flower **died** from lack of water.
9. past	*past*	My father drove **past** your house.
10. steak	*steak*	He likes his **steak** well done.
11. role	*role*	What **role** did he play in the movie?
12. sleel	*steel*	Aluminum is lighter than **steel**.
13. loan	*loan*	They needed a **loan** to buy the house.
14. dyed	*dyed*	The feather had been **dyed** yellow.
15. seller	*seller*	The buyer gave the **seller** money.
16. brake	*brake*	Step on the **brake** to stop.
17. soar	*soar*	Eagles **soar** across the sky.
18. steal	*steal*	Do not **steal** or damage goods.
19. stake	*stake*	A **stake** supports each plant.
20. waste	*waste*	Recycling does not **waste** material.

Think & Sort the spelling words.

1–20. Write each homophone and its partner. Think about how the spelling affects meaning.

Think & Sort

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Remember

Homophones are words that sound the same but have different spellings and meanings.

Spelling Tutor

Connections to VOCABULARY

Unit 23

Word Meanings

Write the spelling word that goes with each meaning. Check your answers in your **Spelling Dictionary**.

1. without company; by itself or oneself
2. a slice of beef
3. the middle part of the body
4. colored with dye
5. the part played by an actor
6. earlier than the present time
7. to come apart

Word Categorization

Write the spelling word that belongs in each group of words below.

8. car, stop, _____
9. spin, turn, _____
10. lend, banker, _____
11. outraced, left behind, _____
12. failed, broke down, _____
13. meat, beef, _____
14. garbage, litter, _____

Use the Dictionary

Write two spelling words for each dictionary respelling.

15–16. /sôr/

17–18. /stēl/

19–20. /sĕl′ ər/

Dictionary Check Be sure to check the respellings in your **Spelling Dictionary**.

Word Meanings

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Word Categorization

8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Use the Dictionary

15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to READING

lone	break	waist	passed	sore
cellar	roll	died	past	steak
role	steel	loan	dyed	seller
brake	soar	steal	stake	waste

Choose the Homophones

Choose the correct homophone for each sentence.

1. Please pass me a (roll, role) to eat.
2. When I go sledding, I use my foot as a (break, brake).
3. We try not to (waist, waste) the paper.
4. We need one more (steak, stake) to secure this tent.
5. She is playing the (roll, role) of the princess in the school play.
6. These paintings are on (lone, loan) from the museum.
7. Pele's knee was (sore, soar) after he fell.
8. He ate the soup before the (steak, stake).
9. A (lone, loan) horse stood in the field.
10. Please (brake, break) the seal to open the jar.
11. The dress with the black belt at the (waste, waist) looks nice.
12. Look at those seagulls (soar, sore) over the waves.

Use Context Clues

Write a homophone pair to complete each sentence.

13–14. I remember that on our _____ trips we _____ that farmhouse.

15–16. Why would anyone want to _____ a truckload of _____?

17–18. The _____ showed us what was for sale in her _____.

19–20. The flower _____ when the florist _____ it green.

Choose the Homophones

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Use Context Clues

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Connections to WRITING

Proofread a Postcard

Proofread the postcard below for ten misspelled words. Then rewrite the postcard. Write the spelling words correctly and make the corrections shown by the proofreading marks.

Hi, Folks

Greetings from the passed. I'm in historic Williamstown, where a plate of stake and eggs once cost a few cents.? We pay more than that today for a buttered role. I may need a lone from you when I get back, since my waste is bigger than my wallet. But seriously, I'm having fun, although my feet are soar from walking. I bought you a steal horseshoe. The cellar said it should bring you luck. I'm trying not to waist Money on things for myself. This was a great brake from my studies. See you soon.

love,

Ted

Proofreading Marks

- Make Uppercase
- Make Lowercase
- Add
- Delete
- Add a Period
- Indent

Narrative Writing

Write a Postcard

Write a postcard about a place you have visited. Tell where you are and what you have seen or done. Tell what you like or dislike about your trip. Use as many spelling words as you can.

- Use the writing process: prewrite, draft, revise, edit, and publish.
- Be brief and to the point. Remember, there's not a lot of writing space on a postcard.
- Use correct capitalization, punctuation, grammar, and spelling.
- Use an online dictionary to check your spelling.

Transfer

Write three words from your postcard that are homophones. Next to each word, write its homophone pair.

Extend & Transfer

Word Study

its	passed	waste	dyed	vane
it's	roll	lone	seller	vein
there	past	sore	soar	mist
their	role	cellar	stake	missed
they're	steel	died	capital	guest
break	brake	steak	capitol	guessed
waist	steal	loan	vain	

Meaning Mastery

Check your answers in your **Spelling Dictionary** or **Writing Thesaurus**.

A. Write a spelling word from the list that goes with each meaning.

1. part of a car that makes it stop
2. fall apart
3. stopped living
4. gave color to something
5. something borrowed
6. single
7. pointy stick
8. a slice of meat
9. strong metal
10. take without permission
11. place to wear a belt
12. use up carelessly

B. Write a spelling word from the list that is a synonym for each word. Circle the words that contain double consonants in the middle.

13. basement
14. merchant
15. fly
16. painful
17. transferred
18. earlier
19. character
20. wrap

Meaning Mastery A

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Meaning Mastery B

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Social Studies

Word Hunt

Read the paragraphs below and look for words that have homophones.

Barbara Jordan was the first African American woman from the South elected to Congress. In 1972, that was a historic feat. Much has changed since then, but let's look back at that time.

Barbara Jordan was born in Houston, Texas, in 1936. She was a top student in high school and college.

Jordan worked for the election of President John F. Kennedy. His election moved her to run for Texas State Senate, and she won. She was the first black woman to serve in that post.

Later she ran for Congress, and she won. "What the people want is very simple," she often said. "They want an America as good as its promise." Barbara Jordan aimed to keep that promise. She fought for fair treatment for all.

In 1979, Jordan left Congress to teach. She said, "The world is not a playground, but a schoolroom." She taught at the University of Texas. Jordan was once banned from attending that university. Black people were not allowed, but America had changed. Barbara Jordan helped the country heal past injustices.

Barbara Jordan died in 1996. Many came to mourn her. Among them was President Bill Clinton. "Barbara, we the people will miss you," he said. "We thank you, and Godspeed."

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

WORD SORT

Write the word in the selection that is a homophone for each word below. If you do not know the meaning of any of these words, look them up in a print or online dictionary.

1. feet
2. borne
3. four
4. one
5. fare
6. band
7. heel
8. morn
9. aloud

Unit 24 Assess for Transfer

Unit 19

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Unit 20

7. _____
8. _____

Unit 21

9. _____
10. _____
11. _____
12. _____

Unit 22

13. _____
14. _____
15. _____
16. _____

Unit 23

17. _____
18. _____
19. _____
20. _____

Units 19–23

Assessment

Each assessment word fits one of the spelling patterns and rules you have studied over the past five weeks. Write each assessment word under the unit number it fits.

Unit 19

1–6. Final **-le** ends many multi-syllable words. If the word has a double consonant, divide the word between the double consonants. If two different consonants precede **-le,** usually divide between the two consonants.

Unit 20

7–8. Words often end with **-le** or **-en**. Final **-en** usually means "to make" or "to become." The word **brighten** means "to become bright."

Unit 21

9–12. The **schwa + r** sound is spelled in different ways: **er** in **water** and **or** in **major**.

Unit 22

13–16. When adding **-er** or **-est** to a base word, follow these rules. If the word ends in **consonant** and **silent e,** drop the **e** and add the ending. If the word ends in **y,** change the **y** to **i** and add the ending. If the word ends in a single consonant, double the consonant and add the ending. If the word ends in a vowel and consonant or two consonants, add the ending.

Unit 23

17–20. Homophones are words that sound the same but have different spellings and meanings.

Words for Assessment

- paddle
- driven
- heir
- janitor
- driest
- trimmer
- clever
- handle
- forever
- aisle
- saddle
- bitten
- juggle
- sunniest
- candle
- throne
- isle
- anger
- humble
- smaller

Review

Unit 24

Unit 19: Double Consonants, Final -le

middle	sample	simple	single	cattle
jungle	tickle	battle	bottle	settle

These spelling words are missing letters. Write the spelling words.

1. j __ n __ le
2. cat __ __ e
3. s __ n __ le
4. bo __ __ le
5. ti __ __ le
6. mi __ dl __
7. __ et __ le
8. sam __ __ e
9. ba __ tl __
10. si __ p __ e

Unit 20: Final -le, Final -en

moisten	example	fasten	trouble	brighten
harden	table	lighten	darken	double

Write the spelling word that completes each sentence.

11. Drink some water to _____ your mouth.
12. If you _____ five, you will get ten.
13. Pull the shades down to _____ the room.
14. Put four chairs around the _____.
15. We will need to _____ the box of books before I can carry it.
16. The coach's hard work set a good _____ for his team.
17. Cold weather caused the water to _____ into ice.
18. We are having _____ with our television.
19. The morning sun began to _____ the room.
20. The sailor will _____ the boat to the dock with rope.

Unit 19

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Unit 20

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Unit 24

Review

Unit 21: Schwa + r: er, or

together	**tractor**	**whether**	**wonder**	**either**
water	**rather**	**winter**	**neither**	**silver**

Write a spelling word for each clue.

1. It is an antonym for **apart**.
2. It begins with a **long e** sound spelled **ei**.
3. Add one letter to your answer for number 2.
4. The word **won** can be found in this word.
5. Change one letter in **gather** to make this word.
6. It comes before spring.
7. A homophone for this word is **weather**.
8. Use this with soap.
9. You will find one of these on most farms.
10. Some coins contain this.

Unit 22: Base Words With Suffixes: -er, -est

cuter	**easier**	**funniest**	**quietest**	**kindest**
safest	**happier**	**nearer**	**kinder**	**nearest**

Write the spelling word that completes each group of words.

11. happy, _____ , happiest
12. near, nearer, _____
13. safe, safer, _____
14. funny, funnier, _____
15. kind, _____ , kindest
16. cute, _____ , cutest
17. kind, kinder, _____
18. easy, _____ , easiest
19. quiet, quieter, _____
20. near, _____ , nearest

Unit 21

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Unit 22

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____